The Bulletin of Wellesley College
Catalog for 1980-81

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Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate, on the basis of race, color, religion or national origin, in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as a private, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Academic Calendar 1980-81

First Semester

New students arrive	Sunday August 31
Returning students arrive	Tuesday September 2
Convocation	Wednesday September 3
Classes begin	Thursday September 4
Fall recess begins (after classes)	Friday October 10
Fall recess ends	Tuesday October 14
Thanksgiving recess begins (after classes)	Wednesday November 26
Thanksgiving recess ends	Sunday November 30
Classes end	Tuesday December 9
Reading period begins	Wednesday December 10
Reading period ends	Sunday December 14
Examinations begin	Saturday December 13
Examinations end	Friday December 19
Christmas vacation begins (after examinations)	Friday December 19
Christmas vacation ends	Saturday January 4
Winter session begins	Monday January 5
Winter session ends	Wednesday January 28

Second Semester

Convocation	Wednesday January 28
Classes begin	Thursday January 29
Winter break begins (after classes)	Wednesday February 25
Winter break ends	Sunday March 1
Spring vacation begins (after classes)	Friday March 20
Spring vacation ends	Sunday March 29
Classes end	Friday May 8
Reading period begins	Saturday May 9
Reading period ends	Wednesday May 13
Examinations begin	Thursday May 14
Examinations end	Wednesday May 20
Commencement	Friday May 29

Inquiries & Visits

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday,
8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

President
General interests of the College

Dean of the College
Academic policies and programs

Dean of Students
Student life
Advising, counseling
Residence
MIT cross-registration
Exchange programs
International students
Study Abroad

Class Deans
Individual students

Director of Admission
Admission of students

Director of Financial Aid
Financial aid; student employment; fellowships; student loans

Bursar
College fees

Registrar
Transcripts of records

Director of Continuing Education
Continuing education

Director of Career Services
Graduate school; employment; general career counseling of undergraduates and alumnae

Vice President for Financial and Business Affairs
Business matters

Vice President for Resources
Gifts and bequests

Vice President for College Relations
Internal and external public affairs

Executive Director, Alumnae Association
Alumnae interests

Address
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

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The College

A student's years at Wellesley College are the beginning—not the end—of an education. The liberal arts curriculum and the great opportunities on campus encourage investigation of diverse interests and intensive work in a single field. The rewards are freedom from preconceptions, the capacity to synthesize new information, and the ability to make critical judgments. These are lifetime skills essential in pursuing personal goals and in participating effectively in the larger community.

Wellesley offers this education in an environment that takes women seriously as individuals, as scholars, and as leaders.

Although Wellesley is more than 100 years old, it continues to reflect the goals of its founder, Henry Fowle Durant. An impassioned believer in equality for women, Durant saw education as the way women could prepare themselves for "great conflicts" and "vast reforms in social life." Wellesley College reaffirmed these early visions in 1971 when, after seriously considering coeducation, it elected to remain a college for women only.

Throughout the years, Wellesley has encouraged women to make unconventional choices. As a result, many Wellesley women choose to major in such areas as economics, mathematics, and the sciences. Many Wellesley graduates enter careers in business, law, and medicine—all fields that have been long dominated by men.

This conscious effort to prepare women for a full range of career and life choices is an integral part of Wellesley's rigorous and demanding academic experience.

High academic standards at Wellesley are combined with considerable flexibility of choice for the individual student. There are opportunities for independent study, individually designed majors, and research.

A primary concern in the Wellesley classroom is the development of analytical skills and clarity of expression; to this end, most instructors emphasize writing papers and reports. The average size of classes ranges from 22 to 25 students. Popular introductory courses that enroll more than 100 students include small discussion or conference sections. Upper level classes and seminars bring together 12 to 15 students and an instructor to investigate clearly defined areas of concern. A low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Wellesley's faculty—of which 55 percent are women—bring to the College diverse academic and professional interests. Poets, novelists, artists, musicians, scientists, political and economic analysts, the members of the faculty are scholars dedicated to teaching and to sharing their experience with students. A number live on or near the campus, and they take part in many aspects of College life.

Wellesley's outstanding resources and facilities are administered with the policy that all students, whether majors or nonmajors, will have access to the resources they need to pursue their interests in all departments.

The Margaret Clapp Library has an extensive general collection containing original source material from special collections. In addition to the facilities of the main library, many departments have their own libraries. In the sciences, the new Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary studies.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). Laboratories in the new Science Center are completely equipped for a wide variety of fields. Other scientific resources at Wellesley include a central library, greenhouses, and an observatory.

Students in the arts find excellent facilities in the Jewett Arts Center which has a teaching museum, libraries, practice rooms, studios, and an auditorium. Each year the Museum has several exhibitions of students' work, and Jewett is also used for students' concerts and recitals.

The Wellesley curriculum is extended through opportunities for cross-registration with the Massachusetts Institute of Technology, exchange programs with other colleges, and study abroad.

Wellesley-MIT cross-registration allows students to combine the strengths of these two very different institutions. MIT men and women come to Wellesley for such courses as psychology, economics, and art history. Wellesley women travel to MIT for such classes as urban planning, political science, and photography. Buses shuttle hourly along the 12 mile route between the two campuses.

The Twelve College Exchange Program each year brings men and women from other New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. An exchange between Wellesley and Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia, was inaugurated in 1974-75.

Wellesley also offers opportunities for study abroad through the Slater, Waddell, and Stecher scholarship programs. The Slater program contributes to the cost of attending European institutions for a semester or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or in the summer. Wellesley does not have its own junior year abroad program, but it does help students make arrangements for such study by direct enrollment in foreign universities or through application to such programs administered by other colleges.

One advantage of women's colleges is the opportunity for women to assume leadership in college organizations and activities. These options frequently are closed to women in coeducational institutions where extracurricular activities often are dominated by male students.

Wellesley students serve on almost all major committees of the Board of Trustees, including the Investment Committee, and on committees of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction. Students are voting members of most committees on which they serve. In academic departments, they are voting members of curriculum and faculty search committees, and they also serve on committees that set policy for residential life and govern Schneider College Center, the focus for much student and community activity on campus.

The Wellesley College Government Association was established in 1918 by student and faculty agreement and is the official organization of all Wellesley students. Through its representative student Senate, appointments to College committees, student organizations, and a variety of programming and policy groups, students are fully involved in all areas affecting student life. College Government officers are elected each spring on a campuswide basis, and Senate representatives are elected in each residence hall and by the Nonresident Association. College Government policy and programming groups are advised by the Dean of Students or a representative member of her staff.

Students also have numerous outlets for self-expression through involvement in such activities as theatre and musical groups, student publications, and sports.

Each week brings lectures, poetry readings, films, exhibitions, and performances in dance, theatre, and music. Visiting artists and lecturers frequently offer master classes for interested students; receptions and informal dinners provide further occasions for students to talk with distinguished men and women.

While Wellesley encourages the participation of its students in events and activities designed to heighten their awareness of the world around them, a student's inner development and her search for personal and spiritual values are also important parts of a Wellesley education. Over the past few years, there has been an increasing interest in ethical and religious issues and activities. The chaplaincy sponsors special seminars and programs in which students can explore these issues as well as share with one another the celebration of religious holidays. The chaplaincy provides a religious program embracing many faiths and also offers denominational programs for those who wish to participate.

The development of social responsibility and social responsiveness is an integral and continuing part of Wellesley's heritage that continues to this day. Students are encouraged to participate in and contribute to the communities of Boston as well as the Wellesley College community. Their activities range from tutoring with the MIT-Wellesley Upward Bound Program to internships in urban legal studies.

As an individual learns and grows, so, too, does a community. It explores and seeks alternatives and remains open to innovation. The past five years at Wellesley have witnessed marked changes in the curriculum and academic policies as well as in policies governing students' lives on campus. These changes are a continuing process and rest on a foundation of sound academic and social values. They come about through the

efforts of individuals who influence and shape the College environment.

In its desire to create the best possible education for women, Wellesley continues to seek solutions to problems faced by both men and women in a changing society. It is looking, too, at its own community, and is trying to make it a better place in which to work, study, and grow. It is exploring new patterns of work, new ways for campus groups to communicate more effectively with one another, and new styles of residential life.

Each student who comes to Wellesley College joins an extended community, for the support and involvement of the alumnae add an important dimension to the College's life.

One reason for Wellesley's leadership among colleges and universities in this country is the success of its many alumnae who have pioneered in all areas of life. Some have been outstanding scholars and researchers; others have been leaders in science, politics and women's rights; still others have made important contributions to their communities through volunteer work.

A significant part of life at Wellesley is influenced by the location of the College. The 500-acre campus—a rural setting on the shores of Lake Waban—is only thirty-five minutes away from Metropolitan Boston. In addition to its many cultural offerings, Boston is a center for higher education, with many colleges and universities, which share some of their facilities and activities with the Wellesley community.

Whatever one's life choice and goal, a Wellesley education provides women with intellectual and personal growth that continues long after the college years.

The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower, named for its donor, which rises 182 feet. From the top, one sees not only the whole Wellesley campus, but the outlines of Boston and Cambridge, an exciting area of which Wellesley is very much a part.

Academic Facilities

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students; even those facilities outside a student's principal interests will enrich her educational experience.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The new Science Center houses the departments of astronomy, biological sciences, chemistry, geology, mathematics, physics, psychology, and the laboratories of computer science and human performance. In the Center are the teaching and research laboratories: an extensive array of sophisticated facilities and equipment. Special equipment includes two electron microscopes, two NMR spectrometers, and an X-ray diffractometer. There are also environmental rooms, animal quarters, a holograph room and closed circuit TV.

The Science Center also houses the Science Library, comprised of over 66,000 volumes from five separate departmental collections. Group study rooms, carrels, audio-visual and tutorial rooms, copying equipment and microfilm facilities are under the supervision of a trained science librarian.

Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

Many courses and research projects at Wellesley involve the use of a computer. The College has its own DEC-20 computer, located in the Science Center, and in addition has access on a time-sharing basis to other computers in New England. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and at various locations in academic buildings.

Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum is open to the general public. It includes a fine collection of classical, medieval and renaissance sculpture, old master paintings, prints and

drawings, and twentieth century art. In addition to the permanent collection, many loan exhibitions are presented throughout the academic year.

The art wing contains photography darkrooms, classrooms, an extensive library, and offices of the art department and museum. The music and drama wing contains the music library, listening rooms, practice studios, and classrooms and offices of the music department. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Pendleton West, part of the Arts Center, contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.

Margaret Clapp Library

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings contain more than 600,000 volumes and an important collection of public documents. Subscriptions to periodicals number over 2,600. The Special Collections include letters, manuscripts, and rare books of distinction.

The language laboratory and a new listening room for the collection of spoken and dramatic recordings are part of the library. A lecture room is available for meetings.

Child Study Center

The Child Study Center in the Anne L. Page Memorial Building is a pre-school and laboratory which serves the College and the neighboring community. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages 2 to 5. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; modern equipment is available at both locations.

Physical Education Facilities

Classes for all indoor sports and dance are conducted in Mary Hemenway Hall and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, a swimming pool, a practice dance studio, basketball backboards, volleyball courts, and an athletic training facility. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 24 tennis courts, hockey, soccer and lacrosse fields, a ski slope, and a swimming beach.

Cocurricular Facilities

In addition to many academic facilities used by student organizations, Wellesley provides building space and equipment specifically intended for cocurricular activities.

Alumnae Hall

The largest auditorium on the campus, seating 1500 people, is in Alumnae Hall. It also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WZLY. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1000 people, is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for cocurricular life at the College is Schneider College Center. Its facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the Center Director, the Director of Residence, and the Chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. Diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee has a growing library of the history and culture of African and Afro-American peoples and boasts a record library (classical-jazz by

Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), *Brown Sister* (a literary magazine), and for a new peer counseling committee, S.H.E., as well as rooms for seminars, meetings, and social gatherings.

Slater International Center

Slater International Center is an informal meeting place for foreign and American students and faculty. The Center serves campus organizations which have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Student Office, which handles immigration and other counseling for students from abroad. The Slater Executive Committee, composed of students and staff, shares with the Center's staff the responsibility for the policies and programs of the Center. Slater is the headquarters for the Foreign Students Association, providing a place where foreign students may study, cook, entertain, and get to know each other better.

La Casa

La Casa serves as the center for Mezcla, the organization for Puerto Rican, Chicana, and Native American students. Located in La Casa are a kitchen, offices, and a common room with a library and record collection.

Beit Shalom

Beit Shalom, the religious, cultural, and social center for the Wellesley Jewish community, houses study rooms and kosher kitchen facilities as well as a dining room for Sabbath dinners. The College does not provide kosher meals as part of a meal plan.

Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

Other Campus Resources

On campus are a number of buildings and resources devoted to the administration of the College, to health and other student services, and to alumnae affairs. Together with the academic and cocurricular facilities, these resources help make the Wellesley campus a largely self-contained community dedicated solely to educational excellence.

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary is a licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

Wellesley College Center for Research on Women

The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and is currently supported by the Ford Foundation, Time, Inc., and a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's educational, work, and family needs and examines paid and unpaid work in the context of increasing life choices for both men and women.

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Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, sensitivity, and leadership abilities through participation in student organizations and college governance.

Many student groups reflect ethnic, social, political, and religious interests. Some of these organizations are Mezcla, an association of Chicana, Native American, and Puerto Rican students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Wellesley Women's Committee, a group interested in feminist issues; the Married Students Union, a group seeking programs serving its special needs; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, and the Wellesley Jewish Students offer many programs throughout the year.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *Brown Sister*, a student publication for and about Third World women; *WRagtime* and the *Galen Stone Review*, literary publications. WZLY, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. There are ten intercollegiate teams, and numerous opportunities for competition in the intramural program. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The College has excellent facilities and Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience, and many musical and theatrical groups have been formed. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonneurs Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience.

Life at Wellesley also includes a number of traditional social events. Fall Weekend, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house and conference rooms, is the location for much community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Throughout the year, Harambee sponsors such events as lectures and dance performances, many in conjunction with the Black studies department. Beit Shalom is the center for the Wellesley Jewish students and La Casa is the center for Mezcla students.

Student Residence and Resources

Although some students live off campus, most live in one of Wellesley's sixteen residence halls. As a largely residential community—and for nonresident students as well—the College provides the counseling, religious, and health services necessary to ensure the spiritual and medical health of the population.

Residence Halls

The residence halls are the focus of much campus life. Each is a community within a larger Wellesley community, and each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates at meals and in students' rooms. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community,

with most of the routine administration and program planning left to the individuals who live within the community. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, faculty, staff and alumnae Guests in Residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea—an informal occasion which continues to attract many students.

Members of all four classes live in most of the halls. Each residence hall also has a professional head of house, with the exception of Stone, Davis, Simpson East, Homestead, Crawford, Freeman, and Pomeroy, which are staffed entirely by students. The heads of house and the student staff House Presidents serve as advisors and counselors to individuals and groups in the residence halls and as a liaison to the College community. A student Resident Advisor is situated on each floor and provides assistance to floor residents.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey the feelings of the hall to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, and some suites. Incoming freshmen are placed in double rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but five have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Residence hall capacities and locations

Munger	144 students	Northwest
Beebe	125 students	
Cazenove	135 students	
Pomeroy	135 students	
Shafer	130 students	
Tower Court	250 students	West
Claflin	130 students	
Severance	154 students	
Crawford Co-op	9 students	
Stone	115 students	Southeast
Davis	117 students	
Bates	130 students	Northeast
Freeman	130 students	
McAfee	135 students	
Simpson East	16 students	
Homestead	22 students	

Counseling and Advising Resources

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students.

Personal counseling, in particular, is readily available. Many students feel the need to talk with someone other than friends and roommates about personal matters during their college careers, whether their concerns are large or small, affecting their daily life, or a part of sorting out their sense of purpose or direction. Students are encouraged to utilize the Counseling Services.

The staff of the College counseling service provides short-term psychotherapy. On the staff are professionals who have an interest in individual and group therapy and in preventive mental health. They are trained in a variety of fields including psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but the resources for such treatment are readily available in the Greater Boston area. **Complete professional confidentiality is maintained at all times.**

Members of the staff of the Dean of Students involved in counseling and referral resources are the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider College Center, Harambee House, Slater International Center, and the Chaplain and religious groups advisors.

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College chaplaincy offers a diverse religious, personal growth, and social action programs and voluntary service opportunities. The Chaplain and other members of the chaplaincy staff are regularly available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited during the year. Attendance at all worship services is voluntary.

Catholic masses are offered on campus on Sundays and Thursdays, as well as a number of other programs sponsored by the Newman Catholic Ministry. Jewish students will find a varied schedule, including High Holiday services and a koshered kitchen. Many activities are also sponsored by other religious groups on campus.

Students may also major in religion or take elective courses in the field.

College Health Service

The services of the College physicians, counselors, and nurses are available at Simpson Infirmary which includes a licensed hospital and an outpatient clinic. Regular full-time students and part-time Continuing Education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care (medical, surgical, or psychiatric). These services are usually covered by insurance. There are no charges for outpatient treatment except laboratory studies, elective examinations or procedures, immunizations and treatment of pre-existing or ongoing conditions. A College sponsored student insurance plan is available. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the staff establish programs to expand the use of the health services and arrange special programs in response to student interests.

The confidentiality of the doctor-patient relationship is carefully preserved. *College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the written consent of the student.* It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

Honor Basis

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor basis. As the vital foundation of government, the honor basis rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor system covers all duly adopted rules of the College for the government of academic work, for the use of college resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor system, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor system can work only with full support among all members of the College community. In addition to upholding the regu-

lations and spirit of the honor system personally, each student is responsible for the survival and success of the system as a whole. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor system by any member of the community.

College Government

Most of the legislation and regulations guiding student life is enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Serious violations of the Honor Code are adjudicated through the student Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the College to notify both the student and her parents in writing of academic warnings, probationary status, and dismissal. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from student education records without the prior consent of the student.

Copies of the Privacy Act, the regulations thereunder and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Questions should be directed to the Dean of Students. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must file a special form with the Registrar, Green Hall, each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Career Services

The Office for Careers provides a complete range of services, and students are encouraged to maintain contact with the Office throughout their careers at Wellesley. All services are available to alumnae.

The Resource Center, open Monday through Friday, 10:00 a.m. to 4:30 p.m., houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad. The Office maintains a file of alumnae who are willing to talk to students about their graduate study and/or career experience.

Counseling

Individual appointments for advice and discussion of career goals are arranged through the Office for Careers. Many students who are unsure of their future plans find that the counselors aid them in establishing broad goals. The first appointment is often spent in establishing a relationship between student and counselor so that the advice and assistance may be tailored to the individual. "Drop in" hours are held four afternoons and one morning a week on a first come, first served basis for students who wish to share news or ask brief questions.

Group counseling sessions are held to explore areas of common concern about either broad career related topics or specific occupations. Group workshops on such topics as career goal setting, resume writing, and interviewing are available, and they take a variety of forms from simple discussion to role playing and group critique. A vocational interest inventory is available to all students.

Recruiting

The Office for Careers arranges interviews with recruiters from over 50 companies. Students are notified of impending visits by postings in the Office, in the *Weekly Bulletin* and in the *Career Planning News*, and are advised to consult with a career counselor prior to the interview.

Job Notices

Job notebooks are maintained by the Office staff and are open to all students and alumnae. Notices of job openings are filed in these notebooks as they are received by the Office. A job bulletin Newsletter is sent to alumnae upon request.

Graduate Schools

Students seeking information on the academic programs at specific graduate and professional schools should speak with their academic advisors and members of the faculty as well as career counselors. The Office for Careers provides complete assistance and materials for application to graduate school, including graduate school and professional school examinations, copies of recommendations solicited by the students but maintained on file at the Office, and advice on completing graduate school applications.

Internships

The Office for Careers is the center for information concerning all internships and can direct students to the appropriate faculty members for those programs administered by college academic departments. All internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

Scholarships and Fellowships

The Office for Careers provides information and assistance on a wide variety of scholarships and fellowships, some for very specific institutions or fields of interest, and others with more general application. A full listing and description of scholarships and fellowships is maintained in the Resource Center.

Recommendations

All students are encouraged to build a reference file; all references remain available for students and alumnae and will be forwarded to schools and employers upon request. In addition to recommendations from faculty, students should consider obtaining references from summer employers, from responsible individuals with whom the student has worked on internships or special programs, and from faculty members at schools she attends on exchange programs. The Office provides standard recommendation forms acceptable to graduate schools and employers unless forms are provided in application materials.

Admission

The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that standardized tests do not measure motivation or creativity and that scores may be influenced by the student's experience with timed examinations. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of $25 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of an alumna interviewer in the candidate's local area. A high school junior just beginning to think about colleges may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 15 to April 1; however, tours will still be given by student guides during this time.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus. Overnights in the residence halls can also be arranged for high school seniors.

College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition or English Composition with Essay Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 592, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1981 is January 24, 1981.

The CEEB Code Number for Wellesley College is 3957.

Dates of CEEB Tests

November 1, 1980
December 6, 1980
January 24, 1981
April 4, 1981 (SAT only)
May 2, 1981
June 6, 1981

In addition, on October 11, 1980 the SAT only is offered in California, Texas, Florida, and New York. The English Composition Test-with-essay is offered only on the December 6, 1980 test date. The state of New York's test dates may vary, but at the time of this printing are scheduled as above.

Summary of Students, 1979-80

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. Degree				2,147
Seniors	484	72	556	
Juniors	367	40	407	
Sophomores	477	21	498	
Freshmen	540	3	543	
Continuing Education Students		143	143	
Candidates for the M.A. Degree		1		1
Nondegree Candidates	28	4		32
Special Students		54		54
Total Registration	September 1979			2,234

Admission Plans

Students may apply to Wellesley under several admission plans. Most applicants use the Regular Decision or Early Evaluation plans, but for students with special considerations or with particularly strong high school records there are plans for early decision and early admission. Each plan has specific guidelines and deadlines.

Regular Decision

A candidate who uses the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in mid-April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records. Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Evaluation

Candidates whose credentials are complete by January 1, and **who request it** by checking the appropriate box of the application form, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in mid-April.

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must submit Part I of the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although CEEB tests taken through the November 1, 1980 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. All supporting credentials and an interview must be completed by November 15. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Admission

The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the regular procedures for the Regular Decision Plan.

Deferred Entrance

Application for admission is made for a stated year; however, it is possible to change the intended date of entrance if a written request is sent before the Board of Admission takes formal action on the application. Students who complete their applications and are admitted and who then wish to defer entrance to the freshman class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States.

Foreign and Transfer Students

Through the years Wellesley has sought and benefited from a large body of foreign students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For foreign and transfer students there are some additional and different application procedures and deadlines.

Foreign Students

The College welcomes applications from citizens of other countries who have excellent secondary school records and are completing the university entrance requirements of their own countries. It is possible to receive advance credit toward the Wellesley degree through successful results in national matriculation examinations. Foreign students must apply by January 1 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students living outside of the United States. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer an excellent academic record at the college level and strong recommendations from their deans and instructors. Scholastic Aptitude Tests are required of Transfer applicants. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester. Transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The preliminary application forms should be returned with a nonrefundable registration fee of $25, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be notified of their credit status at the time of admission. Transfer credit for studies completed in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 33 of this catalog.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT after they have completed one semester of study at Wellesley. Candidates who have interrupted their education for more than five years and/or who are older than 25 years of age may wish to consult the Office of Continuing Education.

Geographic Distribution of Students in 1979-80

Students from the United States and Outlying Areas

Alabama	6
Arizona	8
Arkansas	5
California	103
Colorado	13
Connecticut	137
Delaware	5
District of Columbia	16
Florida	41
Georgia	14
Hawaii	16
Idaho	2
Illinois	56
Indiana	17
Iowa	4
Kansas	6
Kentucky	11
Louisiana	9
Maine	21
Maryland	69
Massachusetts	598
Michigan	21
Minnesota	22
Mississippi	1
Missouri	13
Montana	4
Nebraska	5
New Hampshire	31
New Jersey	116
New Mexico	6
New York	296
North Carolina	12
Ohio	51
Oklahoma	2
Oregon	12
Pennsylvania	95
Rhode Island	14
South Carolina	3
South Dakota	3
Tennessee	4
Texas	48
Utah	2
Vermont	21
Virginia	52
Washington	19
West Virginia	3
Wisconsin	16
Wyoming	4
Puerto Rico	14
Virgin Islands	1
Total	2,048

Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Australia	1	1
Bangladesh	4	
Belgium		1
Brazil	1	
Cambodia		1
Canada		2
Chile		1
China, People's Rep. of	1	1
China, Rep. of	2	3
Colombia	1	
Costa Rica	1	
Cuba		1
Dominican Republic		3
Egypt	1	
El Salvador	1	
England	5	4
Equador		1
Ethiopia	1	2
France	3	2
Germany	4	2
Ghana	1	
Greece	3	
Guatemala		1
Haiti		4
Honduras		1
Hong Kong	3	6
India	4	7
Indonesia	1	
Iran	7	3
Italy	2	1
Jamaica	1	2
Japan	4	2
Kenya	2	
Korea	10	8
Lebanon	1	2
Malaysia	1	
Mauritius	1	
Mexico		2
Netherlands/Antilles	1	
Nicaragua	3	
Nigeria		1
Pakistan	1	
Panama	3	3
Peru	1	
Philippines	2	1
Portugal	1	
Saudi Arabia	1	
Singapore	1	1
South Africa	2	1
Soviet Union		1
Spain	2	
Sri Lanka	1	1
Sudan	2	
Sweden	2	1
Switzerland		1
Taiwan	1	
Thailand	3	1
Trinidad	1	2
Turkey	3	2
Venezuela	2	2
Vietnam		3
Total	100	85

Costs & Financial Aid

The cost of an excellent education is high, both at Wellesley and other comparable institutions. To assist students and their families in meeting these costs, Wellesley offers a variety of payment plans. At the same time, through financial aid the College is currently able to make its educational opportunities open to all its regular U.S. students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need. At present, there is no financial aid program for Continuing Education students and only limited financial assistance available to foreign students.

Fees and Expenses

At Wellesley the fee represents approximately one-half of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

Annual Fee

The fee for the academic year 1980-81 is $8240. In addition, there is a student activity fee of $60. The breakdown is as follows:

	Resident	*Nonresident*
Tuition	$5400	$5400
Room	1300	
Board	1540	
Student activity fee	60	60
	$8300	$5460
*Student Health Insurance Program	160	160

*See Student Health Program on p. 26.

In addition to the fees payable to the College, a student should count on approximately $700 for books, supplies, and personal expenses. Some students spend more and some spend less.

Student Activity Fee

The purpose of the student activity fee of $60 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. Of this fee, $8 is allocated for the payment of the student's annual subscription for *News*.

Reservation Fee

A fee of $200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on June 1 for returning students. It is included in the annual fee of $8300.

General Deposit

A general deposit of $100 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

Room Retainer Fee

Returning resident students must submit $200 to the bursar by March 18 to reserve a room for the following year. This $200 fee is applied against room and board charges for the following year.

Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 126.

A fee for each unit of work taken for credit in excess of five in any semester: $675.

A fee for each unit of work done independently during the summer: $50.

A fee for each examination for credit: $50.

An automobile parking fee per semester: $25.

Fees for breakage of laboratory equipment and any other damage incurred by a student.

A fee for room key or card key in residence hall, if not returned: $5.

A fee for replacement of meal book: $5.

A fee for replacement of ID: $4.

Payment for Students on Financial Aid

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid office.

Student Health Program

Information concerning student medical insurance is sent to all parents by the bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Health Plan or to provide equivalent coverage, especially since Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of the Department of Physical Education and Athletics. Full-time Continuing Education students are also required to have coverage if they plan to use the College Health Service. Continuing Education students carrying less than three courses per semester are not eligible for infirmary care or insurance.

The insurance is charged at $80 per semester, and provides coverage for the period September 1 through August 31. Students subscribing to the Wellesley College Student Health Program will not be billed for services at Simpson Infirmary.

Students entering Wellesley College at the beginning of the second semester—transfers, Twelve College Exchange students—and students who are ineligible for their parents' insurance due to age requirements are eligible for enrollment for the second half of the year.

Parent Loan Plan

Wellesley offers a Parent Loan Plan to enable parents whose combined income is between $15,000 and $75,000 annually to extend the payment period for college education expenses beyond four years. Wellesley provides funds for loans at an interest rate lower than is generally available commercially. Monthly payments begin at the time a student enrolls and extend over a period of six to eight years. Details can be obtained from the Office of the Vice President for Financial and Business Affairs.

Refund Policy

Refunds of prepaid tuition, reservation, and other fees, and room and board charges will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that $100 will be withheld to cover administrative costs in any case. No refunds will be made for withdrawal or leave of absence after the semester mid-point. The date of withdrawal shall be the date on which the student notifies the Registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Continuing Education Fees

The basic fee for a Continuing Education student is $675 per semester course, payable by August 1 for the fall semester and by January 15 for the spring semester. Continuing Education applicants pay the same $25 application fee as all other students. There is also a registration fee of $25, payable when the student is accepted.

A Continuing Education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: a full refund of prepaid tuition charges will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, refunds will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Director of Continuing Education of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Payment Plans

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded.

Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others upon request. Although there are minor variations in the payment plans for Regular Decision and Early Decision students, the final due dates for each group are the same. The eight-payment plan is available *only* for a complete academic year.

Semester Plan*	**Resident** Amount	**Nonresident** Amount	**Early Decision** Due	**Regular Decision** Due	**Returning Students** Due
Reservation fee	$ 200	$ 200	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 18
First semester fee for entering students	4030	2610	Aug. 1	Aug. 1	
First semester fee for returning students	3830	2610			Aug. 1
Second semester fee	4230	2810	Jan. 15	Jan. 15	Jan. 15

*The College will accept payments made through any bank or trust company or recognized financing agency which will forward payments in accordance with the Semester Plan.

Annual Payment Plan	**Resident** Amount	**Nonresident** Amount	**Early Decision** Due	**Regular Decision** Due	**Returning Students** Due
Reservation fee	$ 200	$ 200	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 18
Balance for entering students	8260	5420	Aug. 1	Aug. 1	
Balance for returning students	8060	5420			Aug. 1

Eight-Payment Plan* (For full year only)	Resident	Nonresident	Early Decision	Regular Decision	Returning Students
	Amount	Amount	Due	Due	Due
Reservation fee	$ 200	$ 200	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 18
Eight equal payments on the first day of each month for entering students	8280	5440	July 1 through Feb. 1	July 1 through Feb. 1	
Eight equal payments on the first day of each month for returning students	8080	5440			July 1 through Feb. 1

*This plan includes a $20 service charge.

Financial Aid

The Wellesley College program of financial aid opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No student should be discouraged from applying to Wellesley because of the need for financial aid.

At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid she will require. Approximately 50% of all Wellesley students receive aid based on need from some source, 45% from the College. An additional 14% of the student body receives federal guaranteed loans.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years provided funds are available.

Determination of the amount of aid begins with examination of family financial resources. Using a nationally standardized system, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff next looks at the amount the student herself—with summer earnings and a portion of accumulated savings and benefits—can contribute. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a $700 book and personal allowance, and two low-cost round trips from her home state to Massachusetts. The remainder, which equals the "financial need" of the student, is awarded as aid.

Most financial aid packages are a combination of three types of aid: work, loans, and grants.

Work

The first portion of a student's financial need is met through jobs on and off campus, generally as part of federal Work-Study programs. Students are expected to devote no more than six hours a week to their jobs, earning approximately $600 a year.

Over 70% of Wellesley College students work on or off campus. The Office of Financial Aid is the clearinghouse for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in offices, stores, and restaurants.

Loans

The next portion of aid, approximately $1,500, is awarded through low-cost loans. There are several kinds of loans available with different interest rates and repayment schedules. In most cases a student is required first to apply for a Student Guaranteed Loan from a lending institution in her local area; the federal government allows colleges to be only the lender of last resort.

Grants

Whatever portion of the student budget remains is awarded in grants, either by the College from its own resources or from the federal government through the Federal Supplementary Educational Opportunity Grants program.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College reduces her grant by the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Town Scholarships

Wellesley College offers ten Town Scholarships to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in the town. If these students live at home the scholarship is in the form of a full tuition grant. If these students choose to live on campus, the amount of financial aid is based on financial need and is determined by the same criteria that apply to all other financial aid applicants.

Financial Aid for Transfers

Financial aid funds are available to assist a limited number of transfer students. A transfer student with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for the growing number of middle and upper income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid and Planning are designed to assist all families, regardless of the need for aid.

For those families not eligible for aid, the College will assist in several ways. First, Wellesley will help any student find a job, on or off campus. Second, the College will furnish information and advice on obtaining a state guaranteed loan: every state in the country has such a program. Third, two new payment programs, the Insured Tuition Payment Plan, a monthly prepayment plan, and the Parent Loan Plan, in which the parents, not the students, obtain loans, are being offered by the College.

For Further Information

Detailed information on all the material summarized here is available in a booklet entitled *Financing a College Education: Financial Aid at Wellesley.* This booklet is sent to every student who requests information about the College.

Applying for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Financial Aid Form and its Supplement of the College Scholarship Service, and a certified copy of the latest federal income tax return.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Wellesley College, by November 1 from Early Decision applicants, February 1 from Regular Decision applicants and fall semester transfer applicants, and November 15 from spring semester transfer applicants.

Financial Aid Form

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701. A copy can also be provided by the Director of Financial Aid if specifically requested by an applicant. The Financial Aid Form and its Supplement should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form and its Supplement must be filed by February 1 from Regular Decision applicants; February 1 from fall semester transfer applicants; and November 15 from spring semester transfer applicants. From Early Decision applicants, a special financial aid form, the Family Confidential Statement, available from the Financial Aid Office must be filed by November 15; Early Decision applicants should also file the 1981-82 Financial Aid Form and Supplement of the College Scholarship Service by February 1.

Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are required to submit a certified copy of their latest federal income tax return. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent on a form provided by the Financial Aid Office. Financial aid awards are not final until the IRS form is submitted.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously.

For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae and graduating seniors are listed below.

Anne Louise Barrett Fellowship, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: $3000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography.
Stipend: $500-$1000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.
Stipend: $4000

Peggy Howard Fellowship in Economics, to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the Economics faculty who may name one or two recipients depending on the income available.

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history.
Stipend: $1500-$2500

Vida Dutton Scudder Fellowship for graduate study in the field of social science, political science, or literature.
Stipend: $2000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable.
Stipend: $6000

Trustee Scholarships are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 1. Recipients share the total annual stipend.
Stipend: $6000

Fanny Bullock Workman Fellowship for graduate study in any field.
Stipend: $3000

Mary Elvira Stevens Traveling Fellowship for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 1.
Stipend: $10,000

For Graduates of Other Institutions and Wellesley College

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than four applications from another institution.
Stipend: $4000

Mary McEwen Schimke Scholarship, a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies.
Stipend: $500-$1000

M. A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry.
Stipend: $3500

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.
Stipend: $2000-$3000

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Wellesley College, Wellesley, Massachusetts 02181. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, Wellesley, Massachusetts 02181. The applications and supporting materials should be returned to the same address by April 1.

Applications and supporting materials for all other fellowships are due December 1.

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts, but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye and enlarge her capacity for free, independent and discriminating choice.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Academic Advising

At Wellesley academic advising for the freshman and sophomore classes is the responsibility of the Class Dean. The advising of juniors and seniors is shared by faculty and class deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and objective and detailed examination of the student's overall program.

Requirements for Degree of Bachelor of Arts

Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) The three groups of academic disciplines are:

GROUP A

Literature, Foreign Languages, Art, and Music

Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Religion, (Greek and Hebrew), Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

GROUP B

Social Science, Religion, Philosophy, and Education

Group B[1]
One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Department of Black Studies in these fields; and Education 102, 200, 212, 312
and

Group B[2]
One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Department of Black Studies in these fields.

GROUP C

Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, and Physics.

Foreign Language Requirement

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

Second Year College Level Courses

Chinese:	201(1-2), 202(1-2)
French:	111-122(1-2), or 121-122 (1-2) or 141-142(1-2)
German:	101-103(1-2), or 102-103(1-2) or 104-105(1-2)
Greek:	to be chosen in consultation with the department chairman
Hebrew:	(see Religion Department): 209(1-2)
Italian:	202(1)-203(2)
Latin:	to be chosen in consultation with the department chairman
Russian:	200(1-2)
Spanish:	102(1-2)

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 132 for which no academic credit is given.

Preparation for Medical School

Medical and dental schools require special undergraduate preparation. Students should consult as early as possible with the premedical advisory committee to plan their sequence of their courses. Trends in medicine indicate that public health, health policy planning and administration, and other new professional categories are among the many alternatives available to women in the health professions. Students interested in these new careers in the health professions should also consult with the premedical advisory committee.

The Major

Students may choose from among 26 departmental majors, six interdepartmental majors —Chinese studies, classical civilization, classical and Near Eastern archaeology, medieval/renaissance studies, molecular biology, and psychobiology—or they may design an individual major. Of the 32 units required for graduation, at least 8 are to be elected in the major, and at least 18 must be elected outside of any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include 4 units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a sub-

ject which crosses conventional departmental lines. Examples of possible area studies include American studies, East Asian studies, Italian culture, Latin American studies, Russian studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the Registrar not later than the second semester of the junior year.

Academic Policies and Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester each student's record is reviewed, and appointments with the Class Dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the class deans, the Director of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual student's standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: 1 unit of credit will be given for the Latin 4 examination; 1 unit of credit will be given in the Mathematics AB examination; 1 unit of credit for a score of 3 in the Mathematics BC examination. Not more than 2 units may be offered for credit in any one department.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than 8); courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than 2 units may be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, *or* passing a special exemption examination. Permission for the exemption examination must be obtained from the chairman of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their Class Dean. Two units of credit may be earned in this way. Four units may be earned by a combination of summer school and independent study. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to 4 units, and is not automatic. Students should consult their Class Deans and appropriate departments before enrolling in summer school courses for which they expect credit toward the Wellesley degree.

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take the course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned, the course does not appear on the student's permanent record.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit for work done independently in the summer should consult the appropriate department and the Class Dean, and should apply to the Registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

Registration for Courses

All returning students must register in the spring for the courses they select for the next academic year. Upon returning to college in the fall, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the second week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office after the first week of classes. A student may submit only one

Add/Drop card, and it must include all changes in the schedule for that semester. Permission is required from the department chairman or the major advisor if the student wishes to drop a course which affects the major. If a course is dropped, with the permission of the Class Dean, before the beginning of the eighth week, it will not appear on her record.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

Normally, a plan to accelerate must include 8 units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1
Advanced Placement credit (no more than 8 units);

2
a maximum of 4 units earned either in summer school or by a combination of summer school and independent study during the summer, validated by the College. No more than 2 units may be earned for summer independent study; and

3
a maximum of 2 units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean at any time after a student has completed at least one year at Wellesley. Freshmen who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program.

Withdrawal

Voluntary Withdrawal

Students who plan to withdraw must inform the Class Dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 26.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Academic Programs for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All seminars have limited enrollment. For further information in 1980-81 contact Mr. Goodheart, Chairman of the English Department at Boston University. Subjects to be offered in 1980-81 are described on p. 168.

Freshman-Sophomore Colloquia

These courses are designed for freshmen and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

Cross-Registration Program with the Massachusetts Institute of Technology

A program of cross-registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity.

A Wellesley student interested in exploring the possibilities of electing a specific course at MIT should consult the Exchange Coordinator, the department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester, and application must be made in the Exchange Office during the preceding semester. Since the number of participants in the exchange is limited, upperclass students are given preference.

Opportunities in Engineering

Cross-registration with MIT makes it possible for Wellesley students to take advantage of both the opportunities of a women's liberal arts college and the resources of a superior engineering school. Students interested in math, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley in two ways: by designing an individual major combining Wellesley and MIT courses or by fulfilling a Wellesley major while taking advantage of MIT courses to prepare for graduate study in engineering.

Students interested in engineering should take math and physics at Wellesley freshman year in preparation for MIT courses. Information concerning possible fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through

the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The exchange, initiated as a three-year experimental program in 1974-75, was approved in spring 1977 as one of the continuing exchange opportunities available to students.

The program is open only to students in their junior year, with a maximum four-semester enrollment per year (one to four students) at each institution. Students may apply through the Office of the Exchange Coordinator.

The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. A few Wellesley Slater Junior Year Abroad scholarships are available to juniors, eligible for financial aid, who have been accepted for programs approved by the Foreign Study Committee. Stecher Scholarships for the study of art abroad are awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Students who are interested in spending the junior year abroad should consult their Class Dean and the Study Abroad Office during the freshman year to ensure completion of Wellesley eligibility requirements.

Internships

The Office for Careers houses information on a wide variety of internship programs available through the College, the local community, and the country, during the term, January, and summer. As well as working closely with the Wellesley academic departments to share information and to develop opportunities, the Office for Careers coordinates efforts with two internship groups: The Shared Educational Experience Program and the Massachusetts Internship Office.

Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold non-salaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Boston or Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

Community Involvement

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign study. Wellesley awards Stecher Summer Scholarships for study of art to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Stecher or a Waddell Scholarship requires the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

Continuing Education

The Continuing Education program provides an opportunity for women to resume their education by electing to study for the Bachelor of Arts degree, or to take courses as special students not eligible for a degree. This nonresidential program enables students to enroll either part-time or full-time. Continuing Education students attend classes with Wellesley undergraduates and take the same courses.

Candidates for the B.A. degree are women, older than the usual undergraduate age, whose educations have been interrupted for five or more years prior to the date of application. Completion of a minimum of 8 units of work at the College is a requirement for the B.A. degree. There is no time limitation for completion of the degree.

Special students may be graduates of an accredited college or university but requesting course work at the undergraduate level, matriculated students currently affiliated with another accredited college or university and requesting course work for degree credit at the affiliate, or students who have formerly been affiliated with a college or university. Special students are limited to two consecutive years of study and a maximum of 8 units of course work.

For further information about the program, write to the Office of Continuing Education, Wellesley College, Wellesley, Massachusetts 02181.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Honors in the Major Field

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program, an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the Major Field.

Other Academic Distinctions

The College names to Freshman Distinction those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Wellesley College Scholars have achieved high academic standing and Durant Scholars highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 2.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

Freshman-Sophomore Colloquia (150 courses) Directions for Election

For a general description see page 38. The colloquia have no prerequisites, although some are open only to freshmen. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chairman or instructor, in consultation with the Class Dean, will decide which applicants will be accepted.

In 1980-81 colloquia are offered by the Departments of Black Studies, English, History and Mathematics.

Legend

Courses numbered:

100-199
Grade I courses

200-299
Grade II courses

300-399
Grade III courses

(1)
Offered in first semester

(2)
Offered in second semester

(1) (2)
Offered in both semesters

(1-2)
Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

1 or 2
Units of credit

[ ]
Numbers in brackets designate courses listed only in earlier catalog.

*
Not offered every year. Note: Unless specifically stated such courses will be offered in 1980-81.

**
Course may be elected to fulfill in part the distribution requirement in Group A

***
Course may be elected to fulfill in part the distribution requirement in Group B^1 or Group B^2 as designated

****
Course may be elected to fulfill in part the distribution requirement in Group C

•
Absent on leave

•1
Absent on leave during the first semester

•2
Absent on leave during the second semester

3
Part-time instructor

Anthropology

Professor:
Shimony (Chairman)

Associate Professor:
Bamberger[3]

Assistant Professor:
Kohl•[2], Merry•, Marglin

Instructor:
Lipschutz[3]

104 (1) (2) Introduction to Anthropology
1
Consideration of man's place in nature. Brief survey of physical anthropology, archaeology and linguistics. Ethnological study of social and political systems, religion, and art. Examination of the nature of culture with examples primarily from non-Western societies.
Open to all students.

Mrs. Shimony, Mrs. Marglin

106 (1) Introduction to Archaeology
1
A survey of the development of archaeology and a presentation of methods and techniques. Introduction to prehistoric cultural evolution from hominid sites in Africa to the rise of civilizations in the Old and New World. Students will have the opportunity to participate in field excavations.
Open to all students.

Mr. Kohl

114 (1) Introduction to Linguistics
1
For description and prerequisite see Extradepartmental 114.

200 (1)* Current Issues in Anthropology
1
An examination of current controversial issues in anthropology such as Race and Intelligence, Sociobiology, The Culture of Poverty, Neo-Colonialism.
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor.

Mrs. Shimony

204 (1) Physical Anthropology
1
The origin of man is studied as a sequence of events in the evolution of the Primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Emphasis is on changing interpretations of the human fossil record.
Prerequisite: 104 or permission of the instructor.

Ms. Lipschutz

205 (1)* Social Anthropology
1
A comparative approach to the study of social organization. Emphasis is placed on the influence of ecology and economy, and on the roles of kinship, marriage, politics, and religion in the organization of tribal societies.
Prerequisite: 104 or Sociology 102.

Not offered in 1980-81.

Ms. Bamberger

206 (2) Heredity, Evolution, and Society
1
A study of the causes of human diversity — genetic, environmental, and social — and of the role of natural selection in the evolution of modern human populations. The concept of adaptation will be the unifying theme of the course. Topics for discussion will include the biological role of sex and aging, nature vs. nurture, the biological concept of race, and the political implications of genetics.
Prerequisite: 104 or Sociology 102, or Biological Sciences 110 or by permission of the instructor.

Ms. Lipschutz

210 (2) Racial and Ethnic Minorities
1
An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities.
Prerequisite: 104 or Sociology 102 or one unit in Black studies, political science, or economics.

Mrs. Marglin

217 (2)* Economic Anthropology
1
Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development.
Prerequisite: 104 or Sociology 102 or one unit of economics.

Not offered in 1980-81.

Mr. Kohl

Offered in 1981-82.

234 (2)* Urban Poverty
1
An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology.
Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or European history; open to juniors and seniors without prerequisite.

Mrs. Shimony

236 (1)* Ritual, Myth, and Symbol
1
A study of the social dynamics of ritual, myth, and symbol in non-Western societies. Evaluation of various conceptions of ritual and symbolic systems among nonliterate peoples. Readings assigned will include works from Frazer, Malinowski, Leach, Lévi-Strauss, Turner, and Geertz.
Prerequisite: 104.

Not offered in 1980-81.

Ms. Bamberger

241 (2)* Development of Archaeological Method and Theory
1
An evaluation of current trends in archaeological method and theory. The concept of prehistory from the 19th century to the present, and the origins of modern theories of cultural evolution. Research on the analysis of archaeological materials through modern data-processing techniques.
Prerequisite: 104 and 106 or by permission of the instructor.

Not offered in 1980-81.

Mr. Kohl

242 (1)* The Rise of Civilization
1
A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. Offered in alternation with 243.
Prerequisite: 106 or by permission of the instructor.

Mr. Kohl

243 (1)* Food Production: Its Origins and Development
1
An examination of the beginnings of agriculture and domestication of animals in the Old and New World and a discussion of the causes and effects of the "neolithic revolution." A survey of traditional subsistence systems throughout the world, such as swidden agriculture, pastoral nomadism, and Asian wet-rice cultivation, and an examination of their effect on social development and structure. Offered in alternation with 242.
Prerequisite: 106 or by permission of the instructor.

Not offered in 1980-81.

Mr. Kohl

244 (1)* Societies and Cultures of the Middle East
1
Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective.
Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or history.

Mr. Kohl

245 (2)* Societies and Cultures of Native South America
1
A survey of the tribal, rural, and urban peoples of South America, with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements.
Prerequisite: 104 or Sociology 102.

Not offered in 1980-81.

Ms. Bamberger

269 (1)* Sex Roles in Cross-Cultural Perspective
1
Comparison of female and male roles in tribal, peasant, and urban societies. Evaluation of variations in power and dominance within the family and other social institutions. Study of the changes in women's status with special emphasis on Latin America, China, and the Mediterranean world.
Prerequisite: 104 or Sociology 102, or by permission of the instructor.

Ms. Bamberger

270 (2)* Political and Legal Anthropology
1
A comparative anthropological analysis of political and legal systems in selected non-Western societies, using anthropological studies of faction-forming, political manipulation, and conflict resolution in small scale societies. Comparison of political roles of men and women.
Prerequisite: 104 or Sociology 102, or one unit of political science.

Not offered in 1980-81.

301 (2) Anthropological Theory
1
History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.
Prerequisite: 104 or Sociology 102, and two Grade II units, or permission of the instructor.

Mrs. Shimony

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology
2
Each year the Boston area interinstitutional Center for Materials Research in Archaeology and Ethnology sponsors a graduate seminar on the analysis of materials frequently encountered in field work: metals, floral and faunal remains, lithics, and ceramics. This year the seminar will concentrate on biological materials in prehistory. Students are introduced to such techniques as dry screening, water sieving, flotation, thin sectioning, photomacrography, photomicrography, and the use of polarizing filters. The major structural and taxonomic groupings of plant and animal remains known to occur in archaeological contexts are surveyed. Emphasis will be placed on identifying and interpreting these remains in their cultural context and in using them to understand cultures of the past.
Open only to juniors and seniors with permission of the instructor.

Ms. Wetterstrom (MIT), Mr. Kohl

342 (1)* Seminar on Native American Ethnology
1
Selected topics on North American Indian culture, society, and issues in government policy.
Prerequisite: same as for 301.

Not offered in 1980-81.

Mrs. Shimony

344 (1) Seminar. Archaeology of Southwest Asia
1
A rotating seminar on the cultural history of four selected areas in Southwest Asia from the beginnings of food production through the appearance of written records. Reliance on primary archaeological site reports. Area concentration for 1980-81: Soviet Central Asia and Afghanistan from the beginnings of the Holocene to the Persian conquest.
Prerequisite: 106 and two Grade II units or permission of the instructor; 242 or 243 are suggested but not required.

Not offered in 1980-81.

Mr. Kohl

345 (2) Seminar in Urban Anthropology
1
Comparative analysis of the nature of urbanism in the United States and non-Western societies. Examination of issues such as migration, kinship, ethnicity, social disorder and crime, housing and urban renewal.
Prerequisite: same as for 301, or one Grade I and two Grade II units in political science, or economics.

Not offered in 1980-81.

Mrs. Merry

346 (2) Seminar on Social Anthropology
1
Caste, Ritual, and Myth in India. This course will examine the caste system in India as well as some of India's major symbolic systems. An attempt will be made to reach a cultural understanding of the meanings of the social institutions and the symbolic systems. Other topics covered will be the place and meaning of religion; the place of the individual in hierarchical society; the indigenous categorization of male and female as seen in the kinship realm and in the sphere of gods and goddesses.
Prerequisite: same as for 301.

Mrs. Marglin

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student).

Students may take Grade II and Grade III courses upon the presentation of either Sociology 102 or Anthropology 104, but anthropology majors may not substitute Sociology 102 for Anthropology 104.

Art

Professor:
O'Gorman, Armstrong, Rayen, Wallace, Fergusson, Janis•

Visiting Professor:
Bowlt[3]
The Kathryn W. Davis Professor in Slavic Studies

Associate Professor:
Clapp (Chairman), Marvin, Adams[3]

Assistant Professor:
MacNeil[3], Harvey, Carroll, Siebel, Travis, Freeman, Muhly[3], Drew, Friedman

Instructor:
Grossman[3], Scharlack[3]

Lecturer:
Gabhart[3]

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art history majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Winter Term, or summer.

During the fall of 1980, special courses in Russian art will be offered by John Bowlt, Visiting Kathryn W. Davis Professor in Slavic Studies.

History of Art

100 (1-2) Introductory Course
1 or 2
A foundation for further study in the history of art. The major styles in Western architecture, sculpture, and painting from ancient Egypt to the present are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for 100 (1), but 100 (2) cannot be taken without 100 (1).
Open only to freshmen and sophomores.

The Staff

120 (1) Themes and Meaning in Asian Art
1
Topic for 1980-81: The arts of Buddhism. An introduction to the Pan-Asian arts of the Buddhist church in India, China, and Japan. The course will follow the historical development of Buddhist iconography and style from their Indian origins to the maturity of the Mahayana, Esoteric, and Zen schools in the Far East. The purpose of the course is to examine as a continuous tradition one great body of thought and artistic expression which was shared by all of East Asia. No previous experience in Buddhist studies or art history is expected.
Open to all students.

Mrs. Clapp

150 (2) Colloquium
1
For directions for applying see p. 43. Open by permission to a limited number of freshman and sophomore applicants.

The eloquent object

This is an orientation to art using originals. The course will concentrate on an examination of the material properties of objects and the manner in which they may incorporate and express social, political, historical, literary, and aesthetic ideas. The sessions are episodic in character. There is extensive reading on art by poets, philosophers, and critics as well as art historians. Reading, conversation, writing and rewriting several short papers will be emphasized, as well as field trips to Boston and Cambridge.

Not offered in 1980-81.

Ms. Janis

200 (1)* Classical Art
1
Topic for 1980-81: Greek art from the end of the Dark Ages to the death of Cleopatra. The course will be a historical survey of the arts of Greece in this period, but special attention will be paid to sculpture. Some time will also be spent on the influence of classical form on later Western art. Topic for 1981-82: Roman art.
Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Miss Marvin

201 (2)* Egyptian Art
1
A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian style, stressing sculpture and painting.
Open to sophomores, juniors, and seniors, and to freshmen who have taken 100 (1).

Miss Marvin

Not offered in 1981-82.

202 (1) Medieval Art
1
Topic for 1980-81: Romanesque and Gothic art. A survey of sculpture, manuscript and mural painting, stained glass, and the art of shrines and reliquaries from the monastic centers of early Romanesque to the cathedrals of the High Gothic period. Topic for 1981-82: Early Christian art—a survey of the formation of art and architecture to accord with the developing attitudes of the church and society from the catacombs to the revival under Charlemagne.
Open to all students.

Mr. Fergusson

203 (2) Cathedrals and Castles of the High Middle Ages
1
A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences.
Open to all students.

Mr. Fergusson

204 (1) (2) General Techniques Course
1
A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill.
Open to students who are taking Grade II or Grade III art history courses. 204 or 209 (1) is required of all art history majors.

The Staff

211 (2) Selected Topics in African, Oceanic and Pre-Columbian Art
1
Topic for 1980-81: Ancient Peruvian art and architecture — imagery and media. Survey of art forms and imagery in early civilizations of Peru including: Chavin, Mochica, Nazca, Tiahuanco, Inca. Explores stylistic features, problems of meaning and interpretation in various media: ceramics, textiles, sculpture, metalwork and citadels.
Open to all students.

Ms. Adams

213 (1) Russian Art: A Survey
1
Examination of Russian art from the 18th century to the present day. Movements such as Romanticism and Realism analyzed in detail and compared to their European and American counterparts.
Offered under the auspices of the Kathryn W. Davis Professor in Slavic Studies in the academic year 1980-81 only.
Open to students who have taken 100 (2) or 216 or by permission of the instructor.

Mr. Bowlt

214 (2) Iconography and Ideology
1
A survey of the development of Christian and secular iconography in Western art with particular attention to works serving manifestly political or ideological purposes. Through a series of case studies of works from the early Christian to the Modern era, the course will consider methods of iconographic research, and the problem of the legitimation and dissent.
Prerequisite: 100 (1) and (2) or 215 and 216.

Mrs. Carroll

215 (1) European Art to the Renaissance
1
The major movements in architecture, sculpture, and painting from ancient Egypt to c. 1400. Students attend course 100 lectures and are strongly urged to attend course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.
Open only to juniors and seniors who have not taken 100.

The Staff

216 (2) European Art from the Renaissance through the Nineteenth Century
1
Western art from the Renaissance to the present with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and are strongly urged to attend course 100 conferences. Reading and paper assignments differ from those of 100.
Prerequisite: same as for 215.

The Staff

219 (1) Painting and Sculpture of the Nineteenth Century
1
A study of the painting and sculpture of the 19th century in Europe with an emphasis on France. Special emphasis on the relationship of academic ideals to emerging individualism and to the social context of style.
Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Not offered in 1980-81.

Ms. Janis

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe
1
A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez, Tiepolo.
Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Mr. Wallace

221 (2) Seventeenth-Century Art in Northern Europe
1
Dutch and Flemish painting, drawing and printmaking of the 17th century with emphasis on Rubens, Van Dyck, Hals, Rembrandt, and Vermeer.
Prerequisite: same as for 220.

Mrs. Carroll

224 (1-2) Modern Art
1 or 2
Painting, sculpture, and the related arts of the 20th century. One unit of credit may be given for either semester. Background reading is required if elected in second semester only.
Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Ms. Freeman

225 (1) Cinema
1
A visual history of the cinema from Lumière to the present. Lectures and film screenings.
Prerequisite: same as for 224.

Mr. Muhly

226 (1) History of Afro-American Art
1
A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.
Open to all students.

Not offered in 1980-81.

228 (2) Nineteenth- and Twentieth-Century Architecture
1
A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.
Prerequisite: same as for 220.

Ms. Friedman

231 (1) The Art and Architecture of the English Colonies and the United States to the Civil War
1
A survey of American painting, sculpture, and architecture from the colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time.
Prerequisite: same as for 220.

Mr. O'Gorman

232 (2) The Art and Architecture of the United States from the Civil War to World War II
1
American painting, sculpture, and architecture from the Civil War to the foundation of the New York School. Attention given to the relationship between art and the social history and literature of the time.
Prerequisite: same as for 220.

Mr. O'Gorman

248 (1) Chinese Art
1
A study of Chinese painting from the Han Dynasty to the Ch'ing. The course will examine in about equal parts the origins of representational painting leading to the classical art of Sung, and the literati schools of the Yuan and later dynasties.
Open to students who have taken one unit in the history of art, or one unit in Asian history or religion, or by permission of the instructor.

Mrs. Clapp

249 (2) Far Eastern Art
1
Topic for 1980-81: Indian art. Special emphasis on Mughal and Rajput painting. Topic for 1981-82: Japanese art.
Prerequisite: same as for 248.

250 (1)* From Giotto to the Art of the Courts
1
Italian painting and sculpture from 1260-1420; and the art of the International Style in Northern Europe in the later 14th century. Topics included will be the great narrative tradition in Italian sculpture and painting: Nicola and Giovanni Pisani, Giotto and Duccio; the Sienese painters Simone Martini and the Lorenzetti in the context of the emergent Italian city state; the spread of the International Gothic Style through the Valois courts (the Limbourg Brothers and the Duc de Berry) and its later impact in Italy on Ghiberti and Gentile da Fabriano.
Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite.

Not offered in 1980-81.

Ms. Armstrong

251 (2) Italian Renaissance Art
1
Painting and sculpture in Italy in the 15th and early 16th centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, and Ghiberti; the development of sculpture in relation to architecture in Luca della Robbia; Medici patronage; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; and the formation of the High Renaissance by Leonardo, Raphael, and Michelangelo.
Prerequisite: same as for 250.

Ms. Armstrong

254 (1)* Art of the City: Medieval, Renaissance, and Baroque
1
Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.
Open to sophomores who have taken 100 (1) and (2), or 202 or 203 or 250 or 251, to juniors and seniors without prerequisite, or by permission of the instructor.

Ms. Armstrong

304 (2)* Problems in Italian Sculpture
1
Topic for 1980-81: Italian Renaissance sculpture. The works of major Italian sculptors of the 15th and 16th centuries will be stressed. Topics to be considered will include: the formation of the Early Renaissance style in sculpture by Donatello and Ghiberti; patterns of patronage and its effect on sculptors such as Luca della Robbia and Verrocchio; Michelangelo, Sansovino, and the High Renaissance; and the Mannerist sculpture of Benvenuto Cellini and Giovanni Bologna.
Open to sophomores who have taken 220 or 251, to juniors and seniors who have taken or are taking a Grade II unit in history of art, or by permission of the instructor.

Ms. Armstrong

305 (1) The Graphic Arts
1
A history of prints and visual communication from the time of Gutenberg to the present alternating between the achievements of great masters such as Durer, Rembrandt, Goya, Picasso, and the proliferation of popular imagery and ephemera leading to the invention of photography. Emphasis is on class participation and the examination of originals. Required laboratory.
Open only to seniors.

Mrs. Carroll, Ms. Siebel

306 (2) History of Photography
1
A seminar treating the language of photography and its peculiar formal code. Surveys work by amateurs and hacks as well as commercial professionals and artists in 19th and 20th century France, England, and America. Topics range from problems of realism and documentary to what constitutes art in photography. Students will also learn how photography has affected the study of art history. Emphasis is on student discussion, writing and rewriting from originals. Required laboratory.
Open to seniors who have taken 219 or 305.

Not offered in 1980-81.

Ms. Janis

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology
2
For description and prerequisite see Anthropology 308.

309 (1)* Renaissance and Baroque Architecture
1
The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.
Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Ms. Friedman

311 (1)* Northern European Painting and Printmaking
1
Painting and printmaking in Northern Europe from the late 14th through the 16th centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Durer, and Pieter Bruegel the Elder.
Open to sophomores who have taken 202 or 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mrs. Carroll

312 (2)* Problems in Nineteenth- and Early Twentieth-Century Art
1
A study of special problems of interpretation in 19th- and early 20th-century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion.
Prerequisite: 219 or permission of the instructor.

Not offered in 1980-81.

Ms. Janis

320 (1) The Arts in Philadelphia and Boston
1
A comparative study of two centers of American art. Painting, sculpture, architecture, and city planning will be discussed in their relationship to historical development. At least one weekend trip to Philadelphia will be part of the course. Weekly readings, monthly papers, final exam. Limited to ten students.
Prerequisite: 231 and 232 and permission of the instructor.

Mr. O'Gorman

330 (1) Seminar. Italian Art
1
Topic for 1979-80: Venetian painting and book decoration, 1450-1525. Selected problems in the paintings of Giovanni Bellini, Antonello da Messina, Vittore Carpaccio, Giorgione, and Titian will be discussed. Several sessions will be devoted to the Venetian miniaturists who were painting manuscripts and early printed books, and to the role of the printers Nicolaus Jenson and Aldus Manutius in the development of Venetian illustrated books. The influence of classical antiquity on Venetian painters, miniaturists, and printers will be explored.
Prerequisite: any Grade II or Grade III course in Renaissance art, or by permission of the instructor.

Not offered in 1980-81.

Ms. Armstrong

331 (1)* Seminar
1
Topic for 1980-81: The Russian *Avant-Garde*. Examination of the experimental movements in early 20th century Russian art. Concentration on artists such as Malevich and Tatlin. Reference will be made both to Russian socio-political history and to European counterparts.
Offered under the auspices of the Kathryn W. Davis Professor in Slavic Studies in the academic year 1980-81 only.
Prerequisite: 219 or 224 (1), or permission of the instructor.

Mr. Bowlt

332 (2)* Seminar. Medieval Art
1
Topic for 1980-81: The cathedrals of England. The seminar will focus on selected problems in art, architecture, programming, cult and usage in six cathedrals: Winchester, Durham, Canterbury, Salisbury, Lincoln, and Westminster Abbey.
Open by permission of the instructor.

Mr. Fergusson

333 (1) Seminar
1
Painting and printmaking in 18th and early 19th century England. Special emphasis will be given to the work of William Hogarth, Joshua Reynolds, Thomas Gainsborough, Joseph Wright of Derby, and William Blake. Frequent visits will be made to museums and collections in the area and to the Yale Center for British Art.
Open to students who have taken 220, 221 or 305, or by permission of the instructor.

Mr. Wallace

334 (2)* Seminar. Problems in Archaeological Method and Theory
1
Topic for 1979-80: Roman houses, villas, and palaces and their decoration. An examination of the private dwellings of the Roman Imperial family and wealthy senatorial aristocracy. A look at both city houses and country estates, dealing with the buildings themselves, their landscape settings, the paintings and sculpture which decorated them, and the furniture and *objets d'art* which filled the rooms.
Open by permission of the instructor.

Not offered in 1980-81.

Miss Marvin

335 (1) Seminar. Modern Art
1
Topic for 1980-81: Art of our Times. Movements and manifestations in American and European art from the late 1950s to the present day, including pop art, colorfield abstraction, minimalism, conceptual art, process and performance art, photo realism, earthworks, etc.
Open by permission of the instructor.

Ms. Freeman

336 (1) Seminar. Museum Problems
1
An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged.
Open by permission of the instructor to juniors and seniors.

Ms. Gabhart

337 (2)* Seminar. Chinese Art
1
Painting of the Ming Dynasty literati masters, the origins of their art in Sung and Yuan, and their relation to the Che School.
Open by permission of the instructor.

Mrs. Clapp

340 (2) Seminar. The Gothic Revival
1
The course will examine that episode in the history of taste called "the Gothic Revival" from its origins in 18th-century England to its waning on the American college campus in the first half of the 20th century. While the focus will be upon architecture, all the arts, including literature, will be brought under study. Weekly readings, term paper. Limited to ten students.
Prerequisite: 231 and 232 or permission of the instructor.

Mr. O'Gorman

345 (1) (2) Seminar. Historical Approaches to Art for the Major
1
Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors.
Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Ms. Freeman (1), Ms. Friedman (2)

350 (1) (2) Research or Individual Study
1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Boston Museum of Fine Arts Seminar

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. For enrollment procedures, consult the department chairman. Seminar topics to be offered in 1980-81 to be announced.

Directions for Election

History of Art

An art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed), or 100 (1) and 150, 204 or the first semester of 209 (not the second semester), and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, non-Western art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students planning to major in history of art should plan to take 204 or 209 (1) in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100 and 101. They should also consult the Catalog carefully for other courses in history as well as in literature, religion, philosophy, and music, which will be relevant to their interests.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology, and in medieval/renaissance studies.

Studio Courses

Studio courses meet twice a week for double periods.

105 (1) (2) Drawing I
1
Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Open to all students.

The Staff

108 (1) (2) Photography I
1
Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Limited enrollment. Open by permission of the instructor.

Ms. MacNeil

204 (1) (2) General Techniques Course
1
A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill. Open to students who are taking Grade II or Grade III art history courses. 204 or 209 (1) is required of all art history majors.

The Staff

205 (1) (2) Painting I
1
A study of basic forms in plastic relationships in a variety of media.
Prerequisite: 105 or 209 (1-2).

Ms. Harvey (1), Mr. Rayen (2)

206 (1) Drawing II
1
Problems dealing with the realization through graphic media of form, light, and volume. Students will be required to establish and work out an individual project during the second part of the course.
Prerequisite: 105.

Ms. Harvey

207 (1) (2) Sculpture I
1
An introduction to sculpture through projects directed towards acquainting students with basic problems and techniques. Projects include plaster moldmaking and casting, figure modeling, wood construction, and basic foundry techniques utilizing foam vaporization and lost wax casting in bronze and aluminum. Studio fee for materials: $20.
Prerequisite: 105 or 209 (1-2) or permission of the instructor.

Mr. Travis

208 (2) Photography II
1
The development of one's personal photographic vision through intensive technical and aesthetic studies in photography. Each student works in either book or portfolio form exploring relationships between photographers and/or between photographs and words. Study of the work of master photographers and various forms of the photographic book. Limited enrollment.
Prerequisite: 108 or permission of the instructor.

Ms. MacNeil

209 (1-2) Basic Design
1 or 2
Structured around a series of interrelated problems in two-dimensional and three-dimensional design. This course develops both observational and formal skills. Techniques useful for drawing, sculpture, painting, and graphic design will be covered.
Open to all students. One unit of credit may be given for the first semester. Semester II requires Semester I.

Miss Siebel, Mr. Drew

210 (1) Color
1
Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue.
Open to all students.

Mr. Rayen

212 (2) Printmaking
1
Instruction in the monotype and basic intaglio techniques including line and aquatint etching, lift ground etching, and engraving. Studio fee for materials: $20.
Prerequisite: 105 or 209 (1-2).

Miss Siebel

307 (1) (2) Sculpture II
1
Students will explore independent projects through consultation with the instructor. Welding and fiber glass will be introduced, and a ceramic kiln and the foundry are available. A model will be provided for those interested in working from the figure. Knowledge of basic sculptural ideas and techniques is assumed. Studio fee for materials: $20.
Prerequisite: 207 or permission of the instructor.

Mr. Travis

315 (2) Painting II
1
Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media.
Prerequisite: 105 and 205.

Ms. Harvey

316 (2) Life Drawing
1
Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model.
Prerequisite: 105.

Mr. Drew

317 (2) Seminar. Problems in the Visual Arts
1
Concentrated study of individual problems in a variety of media. Each student will be required to formulate a specific project to pursue throughout the semester. Emphasis will be given to group discussions and criticisms on a regular weekly basis.
Prerequisite: 206, 307, 315 or 316.

Mr. Rayen

350 (1) (2) Research or Individual Study
1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Applied Arts Program

In addition to the regular studio curriculum, a separately funded program makes it possible to offer noncredit courses, one each year, in such fields as metal casting and enameling, ceramics, woodworking, and weaving. Topic for 1980-81 to be announced.

Directions for Election

Studio Art

An art major concentrating in studio art must elect 100 (1 *and* 2), 105, 209 (1 *and* 2), plus a minimum of four additional Grade II or Grade III units in studio art. Course 100 is counted toward the degree but not toward the major. Since the department believes in the importance of an understanding of the history of art, the attention of students is drawn particularly to 224 (1 and 2) and 219 (see History of Art).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

Astronomy

Professor:
Birney (Chairman)

Assistant Professor:
Little•, Little-Marenin•, Hagen, French[3]

103 (1) (2) Introduction to Astronomy
1
Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes.
Open to all students.

The Staff

202 (1) Optical Physics
1
For description and prerequisite see Physics 202.

203 (2) Recent Developments in Astronomy
1
Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication.
Prerequisite: 103.

Ms. Hagen

204 (1) Introduction to Astrophysics
1
The physical principles behind the analyses of stars, interstellar matter and galaxies.
Open to students who have taken 103 and are familiar with basic calculus and elementary physics (high school or college), or by permission of the instructor.

204 (2) Modern Physics
1
For description and prerequisite see Physics 204.

205 (1) (2) Multivariable Vector Calculus
1
For description and prerequisite see Mathematics 205.

206 (1) Basic Astronomical Techniques I
1
Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry.
Prerequisite: 103 and a familiarity with trigonometric functions.

Mr. Birney

207 (2) Basic Astronomical Techniques II
1
Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.
Prerequisite: 206 and some familiarity with calculus.

Mr. Birney

302 (2)* Galactic Structure
1
Distribution and kinematics of the stellar and nonstellar components of the galaxy. Galactic rotation, problems of spiral structure, the galactic nucleus, the halo. Comparisons with other galaxies.
Prerequisite: 204 and Mathematics 116.

Mr. Birney

304 (1)* Astrophysics of Stellar Atmospheres
1
The physical characteristics of the outer layers of stars derived from both a theoretical and observational viewpoint. The observed and computed spectra of stars will be discussed.
Prerequisite: 204 and Mathematics [201] or 215. Physics 204 or [200] is recommended.

Not offered in 1980-81.

Ms. Hagen

305 (2)* Stellar Structure and Evolution
1
The internal structure of stars. Physical processes occurring in stellar interiors, including stellar energy sources. Description of all stages in the existence of a star.
Prerequisite: same as for 302.

Not offered in 1980-81.

Ms. Hagen

349 (1)* Selected Topics
1
Topics in previous years have included Variable Stars, Galaxies, Stars of Special Interest.
Prerequisite: same as for 302.

Ms. Hagen

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

The following courses form the minimum major: 204, 207; Mathematics [201], 205 or 210; Physics [200], 202 and 204; two Grade III courses in astronomy and an additional Grade III course in astronomy or physics. Extradepartmental 110 is strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 9 for a description of Whitin Observatory and its equipment.

Biological Sciences

Professor:
Widmayer, Allen (Chairman), Coyne

Assistant Professor:
Sanford, Webb, Williams•, Harris•, Eichenbaum•, Hirsch, Hendricks, Raper, Smith, Steinback

Laboratory Instructor:
Muise, Dermody, Cooper, Hall, Hacopian

Unless otherwise noted, all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

108 (2) Horticultural Science
1
Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences.
Open to all students.

Ms. Raper, Mrs. Muise, Mrs. Dermody

109 (1) Human Biology
1
Study of anatomy and physiology of man. Some work on human genetics, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Not to be counted toward the minimum major in biological sciences.
Open to all students except those who have taken 111 or [100].

Mrs. Coyne, Mr. West, Ms. Cooper

110 (1) Introductory Biology I
1
Eukaryotic and prokaryotic cell structure, chemistry, and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation.
Open to all students.

Mrs. Allen, Ms. Raper

111 (2) Introductory Biology II
1
Major biological concepts including the evolution, ecology, and the structure function relationships of multicellular plants and animals.
Open to all students.

Mr. Webb, Ms. Hirsch

112 (2) Evolution: Change Through Time
1
For description and prerequisite see Extradepartmental 112.

200 (2) Cellular Physiology
1
Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms.
Prerequisite: 110 or [101] and 111 or [100] and one unit of college chemistry.

Mr. Hendricks, Ms. Cooper

201 (1) Ecology
1
An introduction to ecosystem structure and development, including population and community ecology, intraspecific and interspecific relationships among organisms, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory emphasis on field work and reduction and presentation of quantitative data.
Prerequisite: 111 or [100] or permission of the instructor.

Mr. Sanford

202 (1) Comparative Anatomy
1
A systems approach to the study of chordate anatomy emphasizing the relationship between embryology, structure and function which lead to an understanding of evolutionary trends within the vertebrate group as a whole. Laboratory dissection of a variety of chordates from the lamprey to the monkey.
Open to students who have taken 111 [100] or 109 or one semester of college biology, and to juniors and seniors without prerequisite.

205 (1) Genetics
1
Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies.
Prerequisite: 110 or [101] or by permission of the instructor.

Miss Widmayer, Ms. Raper, Mrs. Dermody, Mrs. Hall

206 (1) Histology-Cytology I: Cell and Tissue Structure
1
The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.
Prerequisite: 110 or [101].

Mr. Smith

207 (2) Nonvascular Plants
1
Biology of algae, liverworts, and mosses. Laboratory includes microscopic observations of a diversity of genera and culturing of selected specimens.
Prerequisite: 111 or [100] or the equivalent or by permission of the instructor.

Mr. Sanford

209 (1) Microbiology
1
Introduction to bacteriology, virology, and immunology. A detailed consideration of biological principles which characterize the microbial world. The microbiology of infectious disease and unique features of microorganisms will also be considered.
Prerequisite: 110 or [101] and one unit of college chemistry.

Mr. Hendricks

210 (2) Invertebrate Zoology
1
Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment. Includes investigation of structure and function and field studies of ecological relationships.
Prerequisite: 111 or [100] or the equivalent.

Not offered in 1980-81.

212 (1) Fundamentals of Plant Structure
1
Study of how plants are constructed starting with the cell, leading to the organization of cells into tissues and the grouping of the tissues into the organs of the plant: leaf, stem and root. The development of the various plant structures as well as their adaptations to specific environments will also be considered. A brief survey of the vascular plants is included to illustrate evolutionary changes of plant structure. Laboratory includes light microscopy and related techniques and observation of prepared plant specimens and living material from the greenhouses.
Prerequisite: 111 or [100] or the equivalent or by permission of the instructor.

Ms. Hirsch

213 (1) Introduction to Psychobiology
1
An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory.
Prerequisite: Psychology 101, or Biology 111 or [100] or 109.

Mrs. Koff

214 (2) Research in Psychobiology
1
An introduction to methods, design, and analysis of experiments in psychobiology. Consideration of human and animal experimental methodology. Group and individual student projects, with opportunity for students to design and execute an independent research project. Not to be counted toward the minimum major in biological sciences.
Prerequisite: Psychology 205 (may be corequisite) or [201] and Psychology 213 or Biology 213 or Psychology [245] or by permission of the instructor.

Mrs. Koff

216 (2) Concepts in Growth and Development
1
Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate concepts of development from the molecular to the gross morphological level.
Prerequisite: 110 or [101] and 111 or [100] or permission of the instructor.

Mr. Webb, Ms. Hirsch, Ms. Raper, Mrs. Hall

302 (2) Animal Physiology
1
A study of organ systems in vertebrates. Half of this course will cover topics in cardiovascular, respiratory, digestive, excretory, and endocrine physiology. The other half will cover sensory, neural, and muscle physiology. Students gain experience in the use of various physiological measuring devices such as kymographs, polygraphs, strain gauges, pressure transducers, stimulators, oscilloscopes, and microelectrode recording equipment.
Prerequisite: 200 or 213 or permission of the instructor.

Mrs. Coyne

304 (2) Histology-Cytology II: Structure of Organ Systems
1
Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to principal physiological processes.
Prerequisite: 206.

Mr. Smith

305 (2) Seminar. Genetics
1
Biological and cytological aspects of the structure and function of genetic material. Information transfer in both eukaryotic and prokaryotic genetic systems. Additional topics include genetic control of aging, malignancy and cellular differentiation.
Prerequisite: 205, and either 200, 216 or Chemistry [201] or 211. Admission *only* by permission of the instructor.

Miss Widmayer

306 (1) Developmental Biology and Embryology
1
The first part of the semester is devoted to the study of human ontogenetic development, including some immunological aspects of pregnancy. The remainder of the semester is spent discussing current areas of interest in developmental biology (e.g., tumorogenesis, organization, and operation of the genome, pattern formation, hormone action). Emphasis on the experimental approaches used in determining the cellular and molecular mechanisms involved in developing systems. Students undertake group research projects which are designed to familiarize them with some of the methodology and equipment currently utilized in the experimental analysis of development.
Prerequisite: 216. Students without 216, who have taken 200 or 205, may enroll only with the permission of the instructor.

Mr. Webb

307 (1) Topics in Ecology
1
Topic for 1980-81: Plant ecology. Investigation of plant physiological-environment interactions. Emphasis on whole plant physiology. Laboratories and field studies. Topic for 1981-82: Theoretical ecology. Current issues and controversies in ecology. Laboratories and field studies.
Prerequisite: 201 or permission of the instructor.

Mr. Sanford

309 (2) Experimental Plant Biology
1
Plant structure and development. A series of independent research projects will be conducted throughout the semester culminating in a final paper and oral presentation. The class will include discussions of relevant papers from scientific journals. One class meeting each week.

Not offered in 1980-81.

310 (1) Seminar. Topics in Plant Biology
1
Topic for 1980-81: Plant physiology.
Prerequisite: 200 and 205.

312 (1) Seminar. Endocrinology
1
Selected topics on the regulation and action of hormones and neurohormones in vertebrates. Emphasis on the study of current literature.
Prerequisite: 205 and 200 or permission of the instructor. 302 is strongly recommended.

Mrs. Coyne

313 (2) Microbial Physiology and Cytology
1
The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, groups carry out a number of experimental problems designed to allow the development of research techniques and analysis.
Prerequisite: 200 and 205 or permission of the instructor.

Mrs. Allen

314 (1) Topics in Microbiology
1
Topic for 1980-81: Immunology. The seminar this year will focus on one specific area of immunology; possible topics are auto-immune diseases, immuno-deficiencies, transplantation immunity, histocompatibility antigens, and immunologic suppression. Students will be expected to read and evaluate articles from the current literature; active participation in class discussions will be important. In addition, each student will be responsible for leading a seminar discussion.
Prerequisite: 200, Chemistry 211, and permission of the instructor.

Mr. Hendricks

319 (1) Advanced Cytology: Biological Ultrastructure
1
Introduction to the principles and procedures of electron microscopy using plant and animal examples. Emphasis on interpretation of ultrastructural and cytochemical features of cells and their components with particular regard to their biochemistry and physiology. A knowledge of the basic structure of plants and animals especially at the cell and tissue level is strongly recommended in addition to a knowledge of the fundamental principles of biochemistry.
Prerequisite: 206 and 212 or equivalent and Chemistry 211, and permission of the instructor.

Ms. Hirsch, Mr. Smith

323 (1) Chemical Aspects of Metabolism
1
For description and prerequisite see Chemistry 323.

324 (2) Chemical Basis of Selected Physiological Processes
1
For description and prerequisite see Chemistry 324.

330 (1) Seminar
1
Topic for 1980-81: The molecular biology of development. An in-depth examination of "state-of-the-art" developmental biology or "how to build a mouse." Participants will be expected to survey, analyze, and report on current literature with a view to rephrasing such classical embryological questions as cellular determination and differentiation in molecular terms. Particular emphasis will be placed on an evaluation of the impact made by recent technological advancements (e.g., monoclonal antibodies, recombinant DNAs) on our understanding of genomic organization and its ordered expression in developing systems.
Prerequisite: 205 and 216 with 306 strongly recommended. Admission *only* by permission of the instructor.

Mr. Webb

331 (2) Seminar
1
Topic for 1980-81: To be announced.

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

A major in biological sciences must include two Grade I units or their equivalent and at least two of the following Grade II courses: 200, 205 and/or 216. Students are advised to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice: the required Grade II work should be completed within the first 5-6 units in the major. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Courses 323 [221] and 324 [320] and Biology 214 do not count toward a minimum major in biology.

Courses 108, 109, and 112, which do not ordinarily count toward the minimum major in biological sciences, do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 and 112 as a non-laboratory science course. Independent summer study will not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalog where the program is described. They should consult with the director of the molecular biology program.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with the directors of the psychobiology program.

Students interested in an individual major in environmental sciences should consult a faculty member who teaches 201.

Freshmen with advanced placement or with 110 or 111 exemptions are advised to consult the chairman before continuing the core curriculum.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 34.

Black Studies

Professor:
Martin

Assistant Professor:
Jackson (Chairman), Howell

Instructor:
Darling

**

Course may be elected to fulfill in part the distribution requirement in Group A

***

Course may be elected to fulfill in part the distribution requirement in Group B^1 or Group B^2 as designated.

105 (1)*[1] or [2] Introduction to the Black Experience**
1
This course serves as the introductory offering in Black Studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and origins in Africa, and life in America. Its aim is to provide students with a fundamental intellectual understanding of The Black Experience as it is reflected in history, and the social order.
Open to all students.

Mrs. Howell

106 (2)* Introduction to Black Culture**
1
A survey of Afro-American culture, its African roots, and its development in dance, music, religion, philosophy, and architecture. Utilizing slides, films, recordings and lectures, the course emphasizes interrelationships among various cultural forms.
Open to all students.

Ms. Darling

150 (1) (2)*1 Colloquium**
1
For directions for applying see p. 43. Open by permission to a limited number of freshman and sophomore applicants.

b. The internationalization of Black Power

The Black Power movement of the 1960s and 1970s represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies.

Mr. Martin

200 (2) Africans in Antiquity
1
Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas.
Open to all students.

Mr. Martin

202 (2)* ***1 Introduction to African Philosophy
1
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.
Offered in alternation with 211.
Open to all students except those who have taken [302].

Mr. Menkiti

203 (1)*2 Introduction to Afro-American Sociology**
1
This course is designed to introduce the student to the methodology and the theoretical underpinnings of sociology as a basis for the description and analysis of Afro-American experience in cultural rather than racial terms. The course examines the complex realities of racial and social issues associated with being Black in American society.
Prerequisite: Sociology 102, 103, or Black Studies 105.

Mrs. Howell

204 (1)*1 Oral History and Social Science Methodologies**
1
Importantly, as one moves to incorporate a multicultural perspective into our understanding of the American experience, innovative research techniques become important tools. The synthesis of oral investigatory techniques with social science behavioral methodologies represents a unique opportunity to explore the creation of new sources and the reworking of existing source material through asking new and heretofore unasked questions in relation to sources and interpretations. This course is designed to focus on the use of oral history, interviews, role theory, collective behavior, cross-cultural analysis, dialectical analysis and other conceptual frameworks and methods in the chronicling of human behavior.
Open to all students.

Ms. Darling

206 (1)*1 Afro-American History**
1
Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War.
Open to all students.

Ms. Darling

207 (2)*1 Afro-American History**
1
Afro-American history since 1865. An analysis of the social, economic, political, and cultural developments within the Black community from the Reconstruction era to the emergence of Black Power.
Open to all students.

Ms. Darling

209 (1) The Black Total Theatrical Experience: Concepts and Production**
1
An academic study of plays from the rich heritage of Black drama combined with both the technical and performing aspects of theatre. Students will have the opportunity to apply the skills acquired in the course to a major production. Students will be encouraged to direct, act, sing, or dance and to learn about the *basic* mechanics (lights, set design, set construction, costumes) that help to create the so-called "magic" of theatre.
Open to all students.

Not offered in 1980-81.

210 (2) Black Drama in the Twentieth Century**
1 or 2
Basic concepts, subtleties, and complexities of the Black playwright and his interpretation of the various Black experiences that are an integral part of the Black man's existence in a racist society. Lonne Elder III, Ron Milner, Adrienne Kennedy, Alice Childress, Joseph Walker, James Baldwin, Imamu Baraka, Lorraine Hansberry, Ted Shine, William Branch, and Douglas Turner Ward are among the playwrights to be considered. Special emphasis on the aesthetics of Black drama and theatre in general. Students will also be given the opportunity to explore how Black drama has helped to save Broadway from its own artistic and economic decadence.
Open to all students.

Not offered in 1980-81.

211 (2)* ** Introduction to African Literature
1
The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202.
Open to all students.

Not offered in 1980-81.

Mr. Menkiti

212 (1)*2 Race and Racism in American Politics**
1
An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of American politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system will be included.
Open to all students.

Mr. Jackson

213 (2)*2 Political Development in the Black Community**
1
A comprehensive analysis of the development and political behavior of Black leadership and organizations in the North and South. This course will consider different political styles and political structures utilized by Blacks in each of these areas.
Open to all students except those who have taken 212.

Not offered in 1980-81.

Mr. Jackson

214 (2)*2 Blacks and the United States Supreme Court**
1
An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans.
Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Mr. Jackson

216 (1)*[1] History of the West Indies**
1
Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.
Open to sophomores, juniors, and seniors without prerequisite. Not open to students who have taken [316].

Mr. Martin

217 (1)*[2] Sociology of the Black Family**
1
Analysis of the Black family from a historical and sociological perspective with an emphasis on the various types of Black family structures. Topics to be discussed include the role of the Black female, the relationship of the Black family to economic institutions and social policy.
Open to juniors and seniors or by permission of the instructor.

Mrs. Howell

220 (2)*[2] Ghettoization**
1
This course examines ghettoization as a social phenomenon. Survey of sociological theories of ghettoization as well as the systematic analysis of the various types of ghettoization, social factors and policies involved in the process. Emphasis will be given to the Black experience.
Open to all students.

Mrs. Howell

230 (2)*[2] The Black Woman**
1
The Black female has been shaped by the necessities of the historical moment. She has been oppressed because of her gender, race, class, and age. Yet, she has emerged as the cornerstone of the Afro-American community. The course seeks to develop an analysis of the economic, social, political and cultural role of Black women in American society from an interdisciplinary perspective, blending historical linkages through chronology (African background, slavery, reconstruction, agrarian experience, urban migration) with social systems and institutions (family, church). Importantly, one looks to Black women's literary, philosophical and artistic expressions for the substance of self-imagery. Myths and realities will be explored through a combination of sources (fiction, nonfiction, visual and audio).
Open to all students.

Ms. Darling

264 (1-2) Black Literature in America**
1 or 2
First semester: 1740-1930, a critical survey of the Black experience as depicted in literature. Attention will be given to the literary reaction to the institution of slavery, the evolution of slave narratives, and the incorporation of folk and popular materials into formal literature. Second semester: 1930 to present, a study of modern Black literature focusing primarily on poetry and the novel.
Open to all students except those who have taken [228].

305 (2)*[2] Minority Marginality**
1
This course focuses on marginality as a social-psychological dynamic of minority group membership in America. It examines cultural values which institutionalize ethnic diversity, subvert minority cohesion, and contribute to personality types of various uncertain Americans in the society.
Prerequisite: 105 or Anthropology 210.

Mrs. Howell

310 (1-2) Seminar. Black Literature**
1 or 2
Black literature seminar explores contemporary works by Black authors. It compares and contrasts themes, structures, characterizations, and environmental sources which inform the authors' perspectives. The course attempts to identify the scope and multiplicity of ideas, thoughts, and activities prevalent among Afro-Americans as they deal with the historical and social obstacles of racism in American society.
Prerequisite: one Grade II unit in literature or permission of the instructor.

Not offered in 1980-81.

315 (1)* Urban Black Politics in the South**
1
The political modernization paradigm has been extensively used by political scientists in their examinations of African, Asian, and Latin American countries. This seminar will use this approach in an effort to examine recent political changes in the urban South. Materials based on the Atlanta, Birmingham, Houston, New Orleans, and Durham experiences will be emphasized.
Open to qualified juniors and seniors.

Not offered in 1980-81.

Mr. Jackson

317 (1)*[1] Political Sociology of Afro-Americans**
1
An explanatory analysis of the changing political and social indices operative in the Black community. Emphasis will be placed on the political and social patterns that have emerged as a result of these changes.
Open to all juniors and seniors or by permission of the instructor.

Mr. Jackson

319 (2)*[1] Pan-Africanism**
1
The historical efforts of Black people all over the world to unite for their mutual advancement will be examined. Such topics as 19th-century emigrationist movement, the role of Afro-American churches in African nationalism, the Pan-African congresses of W. E. B. DuBois, the Garvey movement, the Pan-African ideas of Malcolm X, the Pan-African aspects of Southern African liberation movements and others will be discussed.
Prerequisite: one unit in Black history or permission of the instructor.

Not offered in 1980-81.

Mr. Martin

320 (1)*[2] Black Institutions**
1
An overview of the role of Afro-American institutions as expressions of Afro-American cultural autonomy. The focus of this course will be the Black church in general, and the African Methodist Episcopal Church in particular, as we look at the ways in which Afro-American schools, businesses, fraternal and civil rights organizations serve to institutionalize the values of Afro-American life.
Open to qualified juniors and seniors.

Mr. Jackson

340 (2)*[1] Seminar. Afro-American History**
1
Topic for 1980-81: Marcus Garvey. Marcus Garvey's Universal Negro Improvement Association dominated the Afro-American scene in the decade after World War I and was a major influence in the lives of Black people in the West Indies, Central America, Africa, and elsewhere. Garvey's program of race first, self-reliance, and Black nationalism was still very much alive in the Black Power era of the 1960s and 1970s. Elijah Muhammad, Malcolm X, and Shirley Chisholm are among the many politically active Black people who were associated with Garvey's movement in their formative years. This seminar will examine Garvey's ideas, impact, and struggles.
Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black studies courses.

Mr. Martin

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Black studies departmental offerings.

106 (2)* Afro-American Music
See Music 106.

226 (1) History of Afro-American Art
See Art 226.

267 (2) Africa before the Europeans
See History 267.

268 (1) Africa in the Modern World
See History 268.

Directions for Election

The requirements for the major are consistent with the concept of Black studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, economics, political science, or literature.

It is strongly recommended that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black studies, 105 is required of all majors. In addition, at least four units must be taken in a single discipline as a field of specialization. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

Chemistry

Professor:
Crawford, Webster (Chairman), Rock, Loehlin, Hicks

Visiting Professor:
Hume, Johns

Associate Professor:
Kolodny, Levy

Assistant Professor:
Kahl, Hearn•, Swallow•, Rosenfeld, Elliott

Laboratory Instructor:
Darlington, Mann, Smith[3], Lieberman[3]

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics. Calculators may be used in all chemistry courses.

Ordinarily students who have taken one year of high school chemistry and physics should elect 107 and 111. Chemistry 106 (1) and 110 (2) are intended for students who have studied high school chemistry but no physics. Students may elect 106 (2) and 110 (1) regardless of their high school chemistry and physics background. Chemistry 105 is intended for students who have not studied chemistry within the past four years and leads to 110 (2) or 111. Chemistry 120 replaces 106 and 110 or 107 and 111 for students with more than one year of high school chemistry.

101 (1) Contemporary Problems in Chemistry I
1
Consideration of selected aspects of chemistry and related chemical concepts. There will be no scheduled discussion session. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students except those who have taken any Grade I course in the department.

Not offered in 1980-81.

102 (2) Contemporary Problems in Chemistry II
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1980-81: Forensic chemistry — the application of chemical principles and techniques to criminal investigations and the analysis of physical evidence. There will be no scheduled discussion session. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students except those who have taken any Grade I course in the department.

Mr. Hume

105 (1) Fundamentals of Chemistry
1
The periodic table, atomic structure, chemical formulas and equations; states of matter, properties of solutions, equilibria in solution, electrochemistry. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. Not open to students who have taken [103], 106, 107, or [108].
Open only to students who have not taken a chemistry course within the past four years. Serves as prerequisite for 110 and 111.

The Staff

106 (1) (2) Introductory Chemistry I
1
The periodic table, atomic structure, states of matter, properties of solutions, equilibria in solution, electrochemistry. Ordinarily students who have taken one year of high school physics or a unit of college physics should elect 107.
Open only to students who have taken one year of high school chemistry. Not open to students who have taken [100] or [103].

The Staff

107 (1) Introductory Chemistry I
1
The periodic table, atomic structure, states of matter, properties of solutions, equilibria in solution, electrochemistry.
Open only to students who have taken one year of high school chemistry and one year of high school physics or a unit of college physics. Not open to students who have taken [100] or [103].

The Staff

110 (1) (2) Introductory Chemistry II
1
Atomic and molecular structure, chemical bonding, chemistry of elements, introduction to chemical energetics and kinetics. Ordinarily students who have taken one year of high school physics or a unit of college physics should elect 111.
Prerequisite: [100], [103], 105, 106, 107, or [108].

The Staff

111 (2) Introductory Chemistry II
1
Atomic and molecular structure, chemical bonding, chemistry of elements, introduction to chemical energetics and kinetics.
Prerequisite: [100], [103], 105, 106, 107, or [108] and one year of high school physics or a unit of college physics.

The Staff

112 (2) Evolution: Change Through Time
1
For description and prerequisite see Extradepartmental 112.

120 (1) Intensive Introductory Chemistry
1
A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, properties of liquids and solutions, chemical equilibria, electrochemistry, chemical kinetics.
Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.

Mrs. Kolodny

211 (1) (2) Organic Chemistry I
1
A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules.
Prerequisite: [104], 110, 111, or 120.

Miss Crawford, Mr. Rosenfeld, Ms. Elliott

222 (1) An Introduction to Biochemical Principles
1
A study of the chemistry of proteins, nucleic acids, and selected metabolic pathways.
Prerequisite: 211 and one year of high school biology or Biology 110.

Offered in Semester II in 1981-82.

231 (1) (2) Physical Chemistry I
1
Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. Second semester will have special emphasis on biochemical examples.
Prerequisite: [104], 110, 111, or 120, Mathematics [111] or 116, and Physics 103 or 104 or 105 or 106 or 110.

Ms. Rock, Mr. Loehlin

241 (1) Inorganic Chemistry
1
Chemical periodicity, structure and reactivities in inorganic systems.
Prerequisite: 211.

Mr. Kahl

261 (2) Analytical Chemistry
1
Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. One lecture and two laboratory meetings each week.
Prerequisite: 211 or 231 or permission of the instructor.

Mr. Hume

306 (1) Seminar
1
Each year an important topic will be studied from a variety of chemical perspectives.
Topic for 1980-81: The achievement of 20th-century women scientists; four (or five) case studies. One two-period meeting per week. No laboratory.
Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

Mrs. Kolodny

309 (1) Foundations of Chemical Research
1
Advanced study of research design and methods through the literature and the laboratory. Two three-and-one-half hour periods of lecture and/or laboratory each week.
Prerequisite: 211, 231, and 261.

Not offered in 1980-81.

313 (2) Organic Chemistry II
1
A continuation of 211, with emphasis on the chemistry of aromatic molecules.
Prerequisite: 211.

Miss Crawford, Mr. Rosenfeld

317 (1) Organic Chemistry III
1
An examination of fundamental topics such as rearrangements, neighboring group effects, orbital symmetry, and synthetic design. Related laboratory work and readings will be taken from primary research literature. There will be no regularly scheduled discussion session.
Prerequisite: 313.

Miss Crawford

319 (1)* Selected Topics in Organic Chemistry
1
Normally a different topic each year.
Prerequisite: 313 and permission of the department.

Not offered in 1980-81.

323 (1) Chemical Aspects of Metabolism
1
An examination of reaction mechanisms, interrelationships of pathways, and experimental approach to the understanding of metabolism.
Prerequisite: 211 and Biology 200; or 222.

Miss Hicks

324 (2) Chemical Basis of Selected Physiological Processes
1
A consideration of topics of current research interest such as blood clotting, antigen-antibody interactions, regulation, mechanism of enzyme and coenzyme action.
Prerequisite: 323 or 222 or 326.

Mrs. Levy

326 (2) Energetics and Metabolism
1
A study of biochemical energetics, intermediary metabolism, with emphasis on the mechanism of individual enzymatic reactions, functions of coenzymes, problems of physiological regulation.
Prerequisite: 221 and 231; 313 and Biology 200 are recommended.

Ms. Elliott

Not offered after 1980-81.

329 (1)* Selected Topics in Biochemistry
1
Normally a different topic each year.
Prerequisite: one unit of biochemistry and permission of the department.

Not offered in 1980-81.

Not offered in 1981-82.

333 (2) Physical Chemistry II
1
Quantum chemistry and spectroscopy. Structure of solids and liquids.
Prerequisite: 231, Physics 106 or 110 and Mathematics [201], [207], [215], or 205.

Mrs. Kolodny

339 (2)* Selected Topics in Physical Chemistry
1
Topic for 1980-81: Lasers in chemistry.
Prerequisite: 231 and permission of the department.

Miss Rock

349 (2)* Selected Topics in Inorganic Chemistry
1
Normally a different topic each year.
Prerequisite: 241 and permission of the department.

Not offered in 1980-81.

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to students who have taken at least two units in chemistry above the Grade I level.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Chemistry 105, 106, 107, and [108] all serve as prerequisite for 110. Final assignment to one of these courses will be made by the staff of the chemistry department. Chemistry 106 and 107 will differ only in emphasis and in depth of presentation. The same material will be treated in both courses.

A major in chemistry must include [104], 110 or 111 and their prerequisite, or 120, or their equivalent, 211, 313, 231, and 333, plus two additional units exclusive of 350 and 370. In addition, Mathematics [201], [207], [215] or 205 and a Grade II unit of physics with laboratory are required.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Students interested in biochemistry or molecular biology are referred to the section of the Catalog where the interdepartmental major in molecular biology is described. They should consult with the director of the molecular biology program.

Premedical students are referred to the requirements given on p. 00. Note that either 231 or 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the Department of Chemistry.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.

Chinese

Professor:
Lin (Chairman)

Visiting Professor:
Lu[3]

Assistant Professor:
Lam•[2], W. Liu

Lecturer:
Yao, Y. Liu

Teaching Assistant:
Berman

101 (1-2) Elementary Spoken Chinese
2
Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Three periods. 101 and 102 combined form the first-year Chinese course. Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.

Mrs. Lin, Mrs. Yao

102 (1-2) Basic Chinese Reading and Writing
1
Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms with emphasis on vocabulary currently used in People's Republic of China. One period with additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course. Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.

Mr. Y. Liu

106 (1) Introduction to Chinese Culture
1
For description and prerequisite see Extradepartmental 106.

141 (2) China on Film
1
For description and prerequisite see Extradepartmental 141.

151 (1) Advanced Elementary Chinese
1
Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building.
Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect.

Mrs. Yao

201 (1-2) Intermediate Chinese Reading
2
Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Two periods with additional hour for smaller group discussions or individual assignments. 201 and 202 combined form the second-year Chinese course.
Prerequisite: 101 and 102 taken concurrently, or permission of the instructor. Corequisite: 202.

Mr. W. Liu

202 (1-2) Intermediate Conversational Chinese
1
Discussion of current events and cultural topics combined with use of video tapes. Two periods. 201 and 202 combined form the second-year Chinese course.
Prerequisite: same as for 201. Corequisite: 201.

Mrs. Lam, Mr. W. Liu

241 (2)* Chinese Poetry and Drama in Translation
1
For description and prerequisite see Extradepartmental 241.

Not offered in 1980-81.

242 (2)* Chinese Fiction in Translation
1
For description and prerequisite see Extradepartmental 242.

252 (1) Readings in Modern Style Writings
1
Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry, and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods.
Prerequisite: 201 and 202 taken concurrently, or by permission of the instructor.

Mrs. Yao

300 (2) Readings in Contemporary Chinese Literature
1
Reading and discussion in Chinese of selections from short stories and novels. Readings from 1917 to the present. Three periods.
Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

301 (1) Readings in Expository Writings of People's Republic of China
1
Readings and discussions in Chinese of selections from People's Republic of China, including the works of Mao Zedong and important issues of various current events and focus on practice in writing and translating in documentary style. Three periods.
Prerequisite: 252 or by permission of the instructor.

Mrs. Lam

310 (1) Introduction to Literary Chinese
1
Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.
Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

311 (2) Readings in Classical Chinese
1
Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.
Prerequisite: 310 or by permission of the instructor.

316 (2) Seminar. Chinese Literature in the Twentieth Century
1
Study of works and authors in Chinese theatre, poetry, novels, etc. Topic for 1980-81: A study of Lu Hsun and his novels and short essays from 1918 to 1936. Special attention will be given to his role as commentator on the malaise of modern China, his use of short stories to convey the plight of women, peasants and other oppressed groups, as well as changes and developments in Lu Hsun's political attitudes during that period. Readings and discussions all in Chinese.
Prerequisite: 300 or 301 or by permission of the instructor.

Mrs. Lin

349 (1) Seminar. Topics in Literary Chinese
1
Readings and analysis of selected works of periods from the Western Han to Southern Song dynasties, with emphasis on the evolution of literary forms and style, as reflection of the intellectual spirits and special interests of the time.
Prerequisite: 310 or 311 or by permission of the instructor.

Mrs. Lam

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to qualified students.

Directions for Election

Students who major in East Asian studies or Chinese studies should consult the chairman of the department and the advisor early in the college career.

For students majoring in Chinese studies, the minimum requirement is extensive Chinese language training, and literature in the original Chinese is highly recommended. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, Extradepartmental 106, History 275 and 276 are recommended.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

Economics

Professor:
Bell (Chairman), Goldman, Morrison

Visiting Professor:
Calderwood[3]

Associate Professor:
Case•

Assistant Professor:
Frodin•[1], Matthaei, Amott, Gaspari, Grant, Lindauer, Rotella

Instructor:
Nichols, Randolph[3], Baum[3], Provo[3], Fraumeni[3]

Lecturer:
Gough, Jr.[3]

101 (1) (2) Survey of Modern Economics — Microeconomics
102 (1) (2) Survey of Modern Economics — Macroeconomics
1 each
Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment and current economic topics. 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, worldwide economic development, and current economic topics. All sections present the same course; individual instructors may offer slightly different material and problem sets. Small classes allow for discussion. All registered students must attend a series of special lectures (three for 101, three for 102) given by department faculty or visiting experts. The dates and times of these lectures will be published in the Schedule of Classes; topics and speakers will be announced in class.
Open to all students.

The Staff

201 (1) (2) Microeconomic Analysis
1
Microeconomic theory; analysis of the individual household, firm, and industry.
Prerequisite: 101 *and* 102.

Ms. Rotella, Mr. Nichols

202 (1) (2) Macroeconomic Analysis
1
Analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment.
Prerequisite: 101 *and* 102.

Ms. Baum, Ms. Frodin, Ms. Amott

203 (2) Economic Development: The European Experience
1
Description and analysis of the economic development of Western Europe from the Middle Ages to the 20th century. Particular emphasis on interrelationships among ecomomic, demographic, and institutional changes which accompany the transformation of agriculture and the Industrial Revolution.
Prerequisite: 101 *and* 102.

Ms. Rotella

204 (1) American Economic History
1
Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South; the industrial economy and its labor force, the transportation revolutions, and government's role in economic change.
Prerequisite: 101 *and* 102.

Ms. Rotella

205 (2) The Corporation
1
The development of the modern corporation and its place in the economy. Corporate organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets.
Limited to fifty students; preference to seniors.
Prerequisite: 101 *and* 102.

Mr. Calderwood

210 (2) Financial Markets and the Economy
1
An analysis of the role of commercial banks and other financial institutions in the economy. Microeconomics of financial intermediaries. The Federal Reserve System, regulation of financial institutions and monetary policy.
Prerequisite: 101 *and* 102.

Ms. Amott

211 (1) (2) Statistics and Econometrics
1
Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer.
Prerequisite: 101 *and* 102, or for sophomores, juniors, and seniors who have completed one course and are taking the other, by permission of the instructor.

Mr. Morrison, Ms. Randolph

214 (1) International Finance
1
International monetary problems, institutions and policy.
Prerequisite: 101 *and* 102.

Mr. Grant

216 (1)* Elementary Mathematical Economics
1
Mathematical foundations of elementary economic theory; fundamentals of relevant advanced theory. Mathematical applications of economic analysis; mathematical problem-solving in the social science.
Prerequisite: 101, 102, and Mathematics 115.

Not offered in 1980-81.

217 (1) Topics in Mathematics and Economics
1
Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability.
Prerequisite: 201 or 202 and Mathematics [201] or [215] or 205, or by permission of the instructor.

Mr. Grant, Mr. Shuchat

220 (1) Current Economic Policy
1
Analysis of immediate and long term economics problems facing the United States; development of appropriate policy solutions.
Prerequisite: 101 and 102.

225 (1) Urban Economics
1
Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.
Prerequisite: 101 *and* 102.

239 (2) Seminar. Economics of Energy and the Environment
1
Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.
Prerequisite: 101 *and* 102.

Mr. Goldman

241 (1) The Economics of Personal Choice
1
Analysis and decision-making in ordinary life situations; using economics to plan for one's future. Representative topics include housing, borrowing, having a family, insurance, saving, retirement, investment in one's self.
Prerequisite: 101 *and* 102.

Mrs. Bell

243 (1) Issues in Social Policy: The Sexual Division of Labor
1
Analyses of the sexual division of labor in the home and marketplace from historical and theoretical perspectives. Evaluation of social policies to achieve sexual equality from an economic standpoint.
Prerequisite: 101 *and* 102.

Ms. Matthaei

249 (2) Topics in Political Economy I
1
Radical political economy's criticisms of modern capitalism. Study of Marxian economic theory as an alternative conception of the workings of the market economy. Comparison of Marxian and mainstream economic theories.
Prerequisite: 101 *and* 102.

Ms. Matthaei

250 (2) Policy Issues in Current Economics
1
The determinants of health status, and health care, including the socio-economic factors. Policy approaches, evaluations, and implications of health and nutrition-related issues. Intervention in terms of programs will be examined; equity, health, and nutrition will be analyzed.
Prerequisite: 101 *and* 102.

Ms. Gaspari

301 (1) Comparative Economic Systems
1
The economics of capitalism, socialism, fascism, and communism.
Prerequisite: 201 or 202.

Mr. Goldman

302 (2) Seminar. Economic Development
1
Survey and analysis of problems of the less developed countries. Considerations of policy measures to promote (their) economic development and growth. Specific topics may include: role of physical and human capital, interrelationships between the agricultural and industrial sectors, rural urban migration, monetary and fiscal policies, import substitution and export promotion policies, foreign aid, and foreign investment.
Prerequisite: 201 and 202.

Mr. Lindauer

305 (1) Industrial Organization
1
Analysis of the structure, conduct, and performance of industry. Government regulation and antitrust law, their purpose and accomplishments.
Prerequisite: 201 and 211.

Ms. Gaspari

310 (1) Public Finance
1
Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.
Prerequisite: 201.

Mr. Nichols

312 (2) Economics of Accounting
1
Accounting principles and practice analyzed in terms of economic concepts of value and cost; problems in accumulating and presenting accounting data for decision-making by firms, by investors, by regulators, and others; case method used in class.
Prerequisite: 201 and 202, or by permission of the instructor.

Mrs. Bell

314 (2) International Economics
1
Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments.
Prerequisite: 201 and 202.

Ms. Gaspari

315 (1) History of Economic Thought
1
The development of economic thought from ancient to modern times. A brief study of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.
Prerequisite: 201.

Ms. Matthaei

316 (2) Modern Economic History
1
Economic history from the Great Depression to the present. Analysis of economic problems and policies from the 1920s to the 1970s.
Prerequisite: 202.

Mr. Morrison

317 (2) Seminar. Introduction to Economic Modeling
1
Introduction to mathematical and econometric modeling. Techniques of specifications, estimation, and simulation of rational and behavioral economic models.
Prerequisite: 201, 202, 211, and Mathematics 115 or [201], or by permission of the instructor.

Mr. Grant

330 (1) Seminar. Macroeconomic Modeling and Policy Issues
1
Focused on contemporary macroeconomic issues, the economic events affecting them and the practical problems of analyzing and forecasting. Contemporary tools of applied macroeconomics, especially large-scale econometric models: their theoretical foundations, contemporary characteristics, and use. An interactive course: students participate in developing specification of key macroeconomic relationships which they use to analyze topical economic issues.
Prerequisite: 201, 202, and 211.

Mr. Gough, Jr.

331 (1) Seminar. Labor Economics
1
The structure and functioning of the labor market from both neoclassical and institutional points of view. Human capital theory, labor force participation, the economics of discrimination, labor unions, minimum wage policy, and other topics.
Prerequisite: 201 and 211.

Ms. Amott

332 (1) Seminar. Topics in Current Economic Theory and Policy
1
Stagflation theory and policy alternatives. Supply side disaggregation, job search, rational expectations, tax cut-induced investment, incomes policies, and modern macro debates. Emphasis throughout on the nature and implications of alternative stabilization policy actions.
Prerequisite: 201, 202, and 211.

Mr. Nichols

333 (2) Seminar. Topics in Current Economic Theory and Policy
1
Topic for 1980-81: Income distribution and world poverty.
Prerequisite: 201, 202, and 211.

Ms. Randolph

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors who have taken 201 and 202.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor. See also the *Department Handbook*.

Economics is a social science directed to the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with the specific procedures by which business enterprises are managed, it examines a broader range of institutions and focuses on their interactions. Thus students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts.

An economics major contains required courses 201, 202, and 211 which should be taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. An economics major must take a majority of her Grade III economics units as Wellesley courses; permission for an exception must be obtained in advance from the chairman.

A number of factors should be carefully weighed in choosing courses to complete the major. Students are advised to consult the *Department Handbook* prior to selecting courses each term. The *Handbook* contains specific suggestions and discusses a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, complementary courses outside economics, etc.

Students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, or medicine may choose the Economics Complement. This consists of Economics 101, 102, 211, and at least two other courses in the department. The plan for this option should be carefully prepared: students wishing to take the Economics Complement in addition to their major in another field should consult a faculty advisor.

Education

Assistant Professor:
Brenzel (Chairman), Bull

Associate in Education:
Rokicki

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Course may be elected to fulfill in part the distribution requirement in Group B[1] or Group B[2] as designated.

102 (1)*[1] Education in Philosophical Perspective**
1
Examination of modern ethical problems of public education such as equality of opportunity, compulsion and the granting of educational credentials, student rights, and the education of religious minorities. Recent examples of the philosophical thinking necessary to understand and resolve these problems will be studied. Special attention will be paid to the interpretation and application of philosophical texts and to the writing of philosophical arguments.
Open to all students.

Mr. Bull

200 (1)*[1] Modern Philosophies of Education**
1
Analysis of the role of education in modern social and political philosophy. Background study of the works of John Dewey, Eduard Bernstein, Edmund Burke, and Karl Marx. Focus on the educational writings of more recent participants in these philosophical traditions — including Paul Goodman, Jacques Maritain, Jacques Barzun, Paulo Freire, and Ivan Illich.
Open to all students.

Mr. Bull

206 (1) Women, Education, and Work
1
Examination of ways in which the background of women, the educational system, and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational and economic institutions, intersections among the family lives, educational experience, and work lives of women.
Open to students who have taken one unit in Group B.

Ms. Brenzel

208 (2) Moral Education and Schooling
1
Study of recent demands for and attempts to develop educational practices explicitly designed to affect students' values and moral beliefs. Particular emphasis will be placed on theories of value clarification (Louis Raths and Sidney Simon) and moral development (Jean Piaget and Lawrence Kohlberg); their assumptions about morality, their instructional programs and their public justification will be examined.
Open to all students who have taken one unit in Group A or Group B.

Mr. Bull

212 (1)*[1] History of American Education**
1
Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of public schooling, its role in socializing the young, and the effects of political, economic, and social forces in shaping American education.
Open to all students.

Ms. Brenzel

216 (2)*[2] Education, Society, and Social Policy**
1
Through examination of educational theories and practices in an interdisciplinary manner, the social context of educational and social policies will be analyzed. The formulation and implementation of these policies will be studied with special emphasis on issues such as inequality, desegregation, community control, alternative schooling, testing, youth unemployment and family policies. Course will focus on the interrelationships between social structure and education, the potential and limits of education and social policy.
Open to all students.

Ms. Brenzel

300 (1) The Secondary School
1
Aims, organization, and administration of American secondary schools. Topics include history of the secondary school, secondary school education in relation to adolescent development, and the school as an environment for teaching and learning. Special attention paid to the nature of secondary curriculum and instruction.
Prerequisite: 102.

Not offered in 1980-81.

302 (2) Methods and Materials of Teaching
1
Study and observation of teaching objectives and classroom procedures in secondary schools. Review of teaching and learning theories. Study of the philosophy underlining the secondary school, its history and contemporary functions. Examination of curriculum materials in major teaching fields and of curriculum planning in general. Open only to seniors doing student teaching. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Prerequisite: at least one of 102, 212, 216, or permission of the instructor. Corequisite: 303.

The Staff.

303 (2) Curriculum and Supervised Teaching
1
Observation, supervised teaching, and curriculum development in student's teaching fields throughout the semester. Attendance at secondary school placement required five days a week. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Corequisite: 302.

The Staff

307 (2) Seminar. Law, Ethics, and Education
1
Study of federal and state statutory and constitutional law governing public education as it reveals public purposes of education, the legal status of students and teachers, the requirements for equal educational opportunity, and the basis of public school finance. Emphasis on ethical aspects of issues such as student rights, academic freedom and affirmative action. Attention will be paid to the comprehension and interpretation of legal cases and, to a limited extent, to methods of independent legal research.
Open to juniors and seniors.

Mr. Bull

312 (2)*1 Seminar. History of Child Rearing and the Family**
1
Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of immigrants, poor families, and their children.
Open to juniors and seniors without prerequisite.

Ms. Brenzel

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

Directions for Election

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. For those students who do wish to be certified as high school teachers (grades 7-12) upon graduation, the following program will ordinarily satisfy the requirements of most state Departments of Education:

Required:	102 or 212, 302, 303, and one other Education course
Recommended:	200, 208, 212 or 216 Psychology 212, 217, or 219 MIT Seminars 211 and 212 Black Studies 105

Students are advised that the requirements for certification in several states are in the process of change and, therefore, should check with Ms. Brenzel to insure their programs will be accepted for certification.

Students wishing certification as elementary school teachers should take 102, 200 and Psychology 207. Student teaching on the elementary level, however, may not be done through the department's program.

English

Professor:
Corsa•[2], Lever, Quinn, Layman (Chairman), Ferry, Garis, Craig•, Gold, Pinsky•

Visiting Professor:
Sage[3], *Florence I. Tucker Visiting Professor*, Finkelpearl[3]

Associate Professor:
Sabin•, Bidart

Assistant Professor:
Harman•, Stehling•, Peltason, Cain, Tyler, Van Dyke, Rosenwald

Instructor:
Polito, Reimer

Lecturer:
Eyges[3], Stubbs[3], Moss[3]

100 (1) (2) Expository Writing
1
Instruction in the fundamentals of writing expository essays. Mandatory credit/noncredit/credit-with-distinction.
Open to all students except those who have taken [109].

The Staff

100 (2) Tutorial in Expository Writing
1
For description and prerequisite see Extradepartmental 100.

101 (1) (2) Critical Interpretation
1
A course designed to increase power and skill in the critical interpretation of literature by the detailed reading of poems, mostly short, as individual works of art and in historical context. A sequence of poems drawn from the Renaissance to the Modernist period.
Open to all students except those who have taken [209].

Mr. Gold, Mr. Quinn, Mr. Ferry, Mr. Finkelpearl, Mr. Bidart, Mr. Peltason, Mr. Tyler, Mr. Polito

112 (1) (2) Shakespeare
1
The study of a number of representative plays with emphasis on their dramatic and poetic aspects.
Open to all students except those who have taken [215].

Miss Lever, Mr. Layman, Mr. Peltason, Mr. Polito, Ms. Reimer

127 (1) (2) Modern Drama
1
The study of British, American, and European drama from Ibsen to the present.
Open to all students except those who have taken [212].

Mr. Garis, Mr. Rosenwald

150 (1) (2) Colloquia
1
For directions for applying see p. 43.
Open by permission to a limited number of freshmen and sophomore applicants.

(1)
a. American women writers of the short story

Short stories of the past one hundred years by Sarah Orne Jewett, Edith Wharton, Willa Cather, Katherine Anne Porter, Eudora Welty, Flannery O'Connor, Grace Paley, and others.

Mrs. Eyges

b. The American dream: the idea of success in America

Study of the myth of the "American dream" and what it means to be a "success" in America. Authors will include James, Twain, Dreiser, Wharton, Fitzgerald, Mailer, and Ellison.

Mr. Cain

c. Great diarists and their times

The diaries of Samuel Pepys, 17th century Londoner, and of Samuel Sewall, American Colonialist, studied as characteristic of their genre and period. Additional comparative readings in 17th- and 18th-century British and American diarists such as John Evelyn, George Fox, and Jonathan Edwards.

Mr. Rosenwald

(2)
d. Elizabeth I: "Cynthia's Revels"

Poetry, politics, theatre, spectacle, and romance—and their fusion in the court of a remarkable queen. The course will focus on Elizabeth, who ruled England during its unparalleled burst of literary splendor, and on the royal image in literary and theatrical art, including that of Spenser, Shakespeare, and Ralegh.

Ms. Van Dyke

e. Women on women: female portraits of a lady

A study of the images of women in the works of several major female novelists with special attention to the dimensions of women's experience as characters in novels, as writers of novels, and finally as readers of novels.

Ms. Reimer

201 (1) (2) The Critical Essay
1
The writing and revising of critical essays about poetry, fiction, or drama, in conjunction with readings in important criticism, past and present.
Open to all students.

Mr. Quinn

202 (1) Poetry
1
The writing of short lyrics and the study of the art and craft of poetry.
Open to all students by permission of the instructor.

Mr. Bidart

203 (1) (2) Short Narrative
1
The writing of sketches and the short story. For interested students, experience in the writing of one-act plays.
Prerequisite same as for 202. Not open to students who have taken [200].

Mrs. Eyges, Ms. Moss

211 (1)* Medieval Literature
1
Major works of medieval literature excluding those of Chaucer. A study of the medieval search for ways to represent human experience in imaginative literature, a search that led writers to the authority of dreams, to creating dramatic allegories, to recasting ancient stories into medieval forms, and to the song-like simplicity of medieval lyric poetry. Works will include, for example, *Piers Plowman*, cycle plays, and *Sir Gawain and the Green Knight*.
Open to all students.

Miss Lever

213 (1) Chaucer
1
Intensive study of *The Canterbury Tales*, supplemented by the short later poems as they reveal Chaucer's comic artistry, his relation to history and society of the late 14th century in England.
Open to all students except those who have taken [220].

Miss Corsa

222 (1) Renaissance Literature
1
Prose and poetry from More and the courtier poets of Henry VIII through Shakespeare's greatest 16th-century predecessors, Sidney, Spenser, and Marlowe. A study of forms characteristic of the Renaissance, and of the changing climate of ideas.
Open to all students.

Mr. Layman

227 (2) Milton
1
Close analysis of Milton's major poems. Some examination of the political and religious contexts of Milton's writings, his influence on later poets, and his importance for 20th-century critics and literary theorists.
Open to all students except those who have taken [217].

Mr. Cain

231 (2) Interpretation and Judgment of Films
1
For description and prerequisite see Extradepartmental 231.

234 (1) Eighteenth-Century Literature
1
A study of the number of great characteristic texts of the period, investigating especially the establishment of paradigmatic social and natural orders in the language of these texts, and also the impulse to subvert, deny, or disintegrate these orders. Texts from the poetry, prose, or plays of such writers as Locke, Congreve, Dryden, Pope, Swift, Johnson, Goldsmith, Burke, Gibbon, Blake, and Cowper.
Open to all students.

Mr. Ferry

241 (1) Romantic Poetry
1
Discussion of a selection of poems and some critical prose by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
Open to all students except those who have taken both [230] and [231].

Mr. Gold, Mr. Tyler

245 (2) Victorian Literature
1
Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. Some emphasis will be placed on recurring themes, such as the growing conflict between private values and public facts.
Open to all students except those who have taken [314].

Mr. Peltason

247 (2) Arthurian Legends
1
For description and prerequisite see Extradepartmental 247.

251 (1) Modern Poetry
1
Twentieth-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. A selection of major figures will be studied, among them Yeats, Eliot, Pound, Stevens, Frost, and Williams.
Open to all students except those who have taken [210].

Mr. Bidart

261 (1) American Literature I
1
A survey of American literature from its Puritan beginnings to *Moby-Dick*. Emphasis upon major figures.
Open to all students except those who have taken [223].

Mr. Quinn

262 (2) American Literature II
1
American writers from Whitman to World War I. Emphasis upon major figures.
Open to all students except those who have taken [224].

Mr. Gold, Mr. Rosenwald

263 (1) (2) American Literature III
1
American writers from World War I to the present: prose and poetry.
Open to all students except those who have taken [225].

Mr. Quinn, Mr. Cain, Ms. Van Dyke, Mr. Rosenwald

264 (1-2) Black Literature in America
1 or 2
For description and prerequisite see Black Studies 264.

271 (1) The History of the English Novel I
1
The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
Open to all students except those who have taken [238].

Miss Corsa, Mr. Tyler

272 (1) (2) The History of the English Novel II
1
The 19th-century English novel from the Brontës to James.
Open to all students except those who have taken [239].

Miss Corsa, Mr. Quinn, Ms. Sage, Mr. Polito, Ms. Reimer

273 (1) (2) The History of the English Novel III
1
The 20th-century English novel from Conrad to the present.
Open to all students except those who have taken [240].

Mr. Garis, Ms. Van Dyke

281 (2)* Comedy
1
The development, variety, and continuity of English comic writing.
Open to all students except those who have taken [232].

Not offered in 1980-81.

282 (2)* Tragedy
1
Tragic drama in the age of Shakespeare—its diversity and relation to other traditions.
Open to all students except those who have taken [233].

Mr. Layman

301 (2) The Short Story
1
Techniques of short story writing together with practice in critical evaluation of student work.
Open by permission of the instructor to students who have taken one Grade II writing course.

Ms. Moss

302 (2) Advanced Writing
1
Intensive practice in the writing of poetry. Prerequisite: 202 or by permission of the instructor.

Mr. Bidart

313 (2)* Advanced Studies in Chaucer
1
A reading of the early poems, "The Book of the Duchess," "The House of Fame," "The Parliament of Fowls," "Anelida and Arcite," "The Legend of Good Women," as they lead to an intensive study of Chaucer's one tragedy, *Troilus and Criseyde*. Supplemented by shorter, minor poems that reveal his interest in the history and society of the late 14th century.
Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Not offered in 1980-81.

323 (1) Advanced Studies in Shakespeare I
1
Plays written between 1591 and 1604, such as *Richard II, Henry IV, Much Ado about Nothing, Troilus and Cressida, Hamlet, Measure for Measure, Othello.*
Prerequisite: same as for 313. Not open to students who have taken [305].

Mr. Gold, Mr. Finkelpearl

324 (2) Advanced Studies in Shakespeare II
1
Plays written between 1605 and 1611, such as *King Lear, Macbeth, Antony and Cleopatra, Coriolanus, Cymbeline, The Winter's Tale, The Tempest.*
Prerequisite: same as for 313. Not open to students who have taken [305].

Mr. Ferry, Ms. Van Dyke

327 (2) Seventeenth-Century Poetry
1
Close study of themes and techniques as they develop in major poems of the period between Sidney and Marvell, concentrating on Jonson, Donne, Herbert, and Marvell. Particular attention to love and devotional poetry.
Prerequisite: same as for 313. Not open to students who have taken [316].

Mr. Garis

331 (2)* The Age of Satire
1
A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.
Prerequisite: same as for 313. Not open to students who have taken [310].

Ms. Sage

333 (1)* From Neoclassic to Romantic
1
The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake.
Prerequisite: same as for 313. Not open to students who have taken [311].

Not offered in 1980-81.

341 (2) Advanced Studies in the Romantic Period
1
Topic for 1980-81: Wordsworth and Shelley. Intensive study of key poems and critical documents.
Prerequisite: same as for 313.

Mr. Ferry

345 (1) Advanced Studies in Victorian and Early Modern Literature
1
Topic for 1980-81: Tennyson, Browning, and the career of Victorian poetry.
Prerequisite: same as for 313.

Mr. Peltason

350 (1) (2) Research or Individual Study
1 or 2
Open to qualified students by permission of the instructor and the chairman of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

351 (2) Advanced Studies in Modern Poetry
1
Topic for 1980-81: The major work of T. S. Eliot and Robert Lowell, emphasizing the direction and development of each poet's career. The relation between the work of the two poets will be explored, as well as how each embodies a sense of "the tradition."
Prerequisite: same as for 313. Not open to students who have taken [319].

Mr. Bidart

363 (1) Advanced Studies in American Literature
1
Topic for 1980-81: 1900—America at the turn of the century. Study of literature and society in America around the year 1900. Will focus primarily on literary texts, though some attention will be paid to philosophical writings and social commentary. Authors will include James, Twain, Dreiser, Wharton, Crane, Norris, and Kate Chopin.
Prerequisite: same as for 313. Not open to students who have taken [317].

Mr. Cain

370 (1-2) Thesis
2
Open only to honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

372 (2) Advanced Studies in the Novel
1 or 2
Topic for 1980-81: Joyce and Beckett. Short stories, the major novels and some biographical and critical writings.
Prerequisite: same as for 313. Not open to students who have taken [318].

Mr. Garis

381 (1) The English Language
1
Historical linguistics: major characteristics of the English language today studied as the products of their origin and history. Emphasis on speech, dictionaries, semantics and etymology, and translation.
Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, or a course in linguistics, or by permission of the instructor to other qualified students. Not open to students who have taken [312].

Miss Lever

382 (2) Criticism
1
How reading works. A reading of exemplary readers, naturally leading to an examination of the sense of several commonplace oppositions: literature vs. life, creation vs. criticism, theory vs. practice, Anglo-American vs. Continental, realism vs. "free play," literal vs. figurative, bourgeois vs. proletarian, pleasure vs. instruction, interpretation vs. judgment. Brief attention to Plato and Coleridge; concentration on texts by Pater, Arnold, Nietzsche, Freud, Empson, Leavis, R. Williams, and New Critics, Trilling, Frye, Bloom, Barthes, and Derrida.
Prerequisite: same as for 313. Not open to students who have taken [307].

Mr. Tyler

386 (1) Seminar
1
Topic for 1980-81: Shakespeare's *King Lear*. Intensive study of the play itself, together with a survey of some of the most important commentaries and the variety of critical methods or approaches represented.
Prerequisite: same as for 313.

Mr. Finkelpearl

387 (2) Seminar
1
Topic for 1980-81: Blake. A varied approach to his major poems and pictures. Emphasis upon the religious, ethical and political content of his work, with frequent readings in other authors who shed light on the issues with which he was concerned.
Prerequisite: same as for 313.

Mr. Gold

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections between different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chairman to other qualified students. For admission to seminars and for independent work (350), students of at least B standing in the work of the department will have first consideration. Students are encouraged to consult with the instructors of courses they are interested in. More complete descriptions of all courses, composed by their instructors, are posted on bulletin boards in Founders Hall, and are available from the department secretary.

Students with AP credits in English, together with other freshmen and sophomores who may be considering English as a major or double major, should at some convenient point confer with the chairman. The department also maintains a roster of faculty advisors available for students contemplating English courses, whether as majors or nonmajors.

The English major consists of a minimum of eight courses, six of which must be in literature, including two Grade III and not more than two Grade I courses. (Expository Writing may not be counted toward the major.) Students must take Critical Interpretation, or present very clear evidence of having had its equivalent. This course offers fundamental and rigorous practice in methods of interpreting a literary text. All majors must also take at least one course in Shakespeare, ordinarily English 323 or 324. They should work closely with their advisors in seeking to arrange a program of study combining breadth and depth: a more than superficial acquaintance with some major works, authors, and periods that comprise the history of English

and American literature, together with a developing interest in some special field of study, such as the English Renaissance, drama, criticism, or modernism.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does independent research or a project in creative writing. Although this program, upon completion, enters the student's transcript as two units of English 370, it may be begun as a unit of 350 and converted to 370 at the end of an auspicious fall semester. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections between them and critical questions raised by them. An oral examination is required in all Honors programs.

French

Professor:
Galand, François, McCulloch

Associate Professor:
Stambolian, Mistacco (Chair)

Assistant Professor:
Lydgate, Gillain, Hules, Grimaud, Levitt[3], Mathé, Respaut, Straus, Frye, Carlson[3]

All courses (except 220 and 349) are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students are encouraged to spend the junior year in France. See p. 39.

In 1980-81, experimentation in the following courses will be sponsored by a grant from The National Endowment for the Humanities, 122 (Mrs. Hules), 142 (Ms. Respaut), and 223 (Mr. Grimaud).

101-102 (1-2) Beginning French
2
Intensive oral training and practice in listening, speaking, and reading, supplemented by regular laboratory assignments. A slide presentation of the text introduces each week's cultural and linguistic material. The French comic book *Astérix* will be used as a supplement during the second semester. Three periods. (Formerly 100)
Open only to students who do not present French for admission.

Ms. Mathé and Staff

111 (1) Elementary Intermediate French
1
Intensive oral training and practice in listening comprehension and writing. Thorough grammar review. Vocabulary building. Three periods. (Formerly 101)
Open to students by permission of the department only. To receive credit for 111, students completing the course must proceed to 122. To fulfill the language requirement, students completing 111 must proceed to 122.

Ms. Levitt

121-122 (1-2) Intermediate French
2
First semester: Particular stress on grammar review, listening comprehension, vocabulary building, and development of oral skills. Second semester: Choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills through regular laboratory work using primarily nonliterary materials. Three periods. (Formerly 102)
Prerequisite: 102.

Mrs. Hules and Staff

141-142 (1-2) The Language and Culture of Modern France
2
Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. (Formerly 104)
Prerequisite: 122.

Mr. Frye and Staff

201 (1) 202 (2) French Literature and Culture Through the Centuries
1 or 2
First semester: From the Middle Ages through Classicism. Second semester: From the Enlightenment through Existentialism. Class discussion of selected masterpieces, short papers, outside reading, slides. Either semester may be taken independently.
Prerequisite: 142, or by permission of the instructor, 122.

Mr. François, Mr. Galand, Ms. McCulloch, Mr. Frye

205 (1) French Society Today
1
Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.
Prerequisite: same as for 201.

Ms. Mathé

206 (1) (2) Intermediate Spoken French
1
Practice in conversation, using a variety of materials including films, video tapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. Enrollment limited to 15. Freshmen may register for this course only after consultation with the instructor.
Prerequisite: same as for 201.

Ms. Gillain, Ms. Mathé

212 (1) Medieval French Literature I
1
The knight, the lover, and the outlaw: from the *Chanson de Roland* through Villon. Medieval texts read in modern French.
Prerequisite: one unit of 201, 202, 203, 205, or 206; by permission of the instructor, 142.

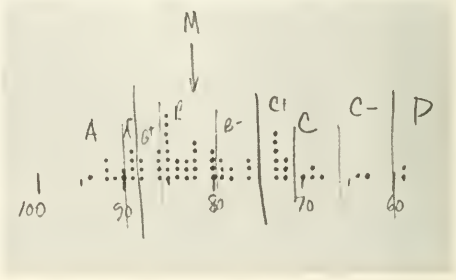
Miss McCulloch

213 (1) (2) French Drama in the Twentieth Century
1
Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.
Prerequisite: same as for 212.

Mr. Stambolian, Mr. Straus

214 (1) (2) The French Novel in the Nineteenth Century
1
Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.
Prerequisite: same as for 212.

Mr. Lydgate, Mr. Stambolian



215 (2) Baudelaire and Symbolist Poets
1
The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue.
Prerequisite: same as for 212.

Mr. Galand

219 (2) Love/Death
1
In major novels of different periods, this course will investigate the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from medieval to 20th century will be studied, with an eye toward understanding how the themes of love and death are related to structure, narration, and the dynamics of reading.
Prerequisite: one Grade II unit of French literature. Permission of the instructor is required.

Not offered in 1980-81.

Ms. Respaut

220 (1) Proust and the Modern French Novel (in English)
1
Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation. Cross-listed in Extradepartmental.
Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

222 (1) (2) Studies in Language
1
A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas. Limited enrollment. Open to freshmen in the first semester only after consultation with the instructor.
Prerequisite: 142, or 122 by permission of the instructor.

Mr. Galand, Mr. François, Mr. Lydgate, Mr. Grimaud, Mr. Straus

223 (1) Introduction to Contemporary Literary Analysis
1
New strategies for the analysis and understanding of texts derived from contemporary literary theory will be tested on a few short works (poems, short stories, plays). The psychological and social functions of those textual structures will be related to the psychology of creation and of reading.
Prerequisite: one Grade II unit of French literature.

Mr. Grimaud

226 (2) Advanced Spoken French
1
Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, video tapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. Enrollment limited to 15. Not open to freshmen. Not recommended for students who have already studied in France.
Prerequisite: one Grade II unit except 206, or by permission of the instructor.

Ms. Gillain

240 (1) French Cinema
1
A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Ophuls, Cocteau, Bresson). Enrollment limited to 20.
Prerequisite: same as for 223.

Ms. Gillain

249 (1) (2) Selected Topics
1 or 2
Not offered in 1980-81.

250 (2) The French Press
1
A reading of current newspaper and magazine articles in French. The emphasis will be political, sociological, intellectual as well as linguistic (practice in conversation and composition). Analysis of cartoons and comic strips from satirical newspapers and magazines and of advertisements from the daily and weekly press. Ideological and stylistic differences will be stressed. Oral and written reports. Enrollment limited to 15.
Prerequisite: one Grade II unit except 220, or by permission of the instructor.

Ms. Mathé

300 (2)* French Literature of the Renaissance
1
Laughter, love, and the self: authors include Rabelais, the Pléiade poets, and Montaigne. Slides and discussions of French culture in the Renaissance.
Prerequisite: two units of 201, 202, or 203, or one unit of 212, 213, 214, 215, or 219.

Not offered in 1980-81.

Miss McCulloch

Offered in 1981-82.

301 (1) The French Classical Theatre
1
Power struggle as represented on the stage. Study of plays by Corneille, Racine, and Molière, with reference to important political, social, religious, and philosophical changes in the 17th century from Louis XIII and Richelieu through the most spectacular decades of the reign of the Sun-King.
Prerequisite: same as for 300.

Mr. François

303 (2) Advanced Studies in the Seventeenth and Eighteenth Centuries
1
Topic for 1980-81: *Préciosité* and feminism in 17th-century French literature. An exploration of texts by male and female writers, focusing on images of the liberated woman during the reigns of Louis XIII and Louis XIV. Emphasis on works by d'Urfé, Madeleine de Scudéry, Abbé de Pure, Molière, Madame de Lafayette, Fénelon.
Prerequisite: same as for 300.

Mr. François

304 (1) The French Novel in the Eighteenth Century
1
The affirmation of self and the development of narrative forms. Authors studied: Prévost, Marivaux, Rousseau, Diderot, Laclos, Sade.
Prerequisite: same as for 300.

Ms. Mistacco

305 (2) Advanced Studies in the Nineteenth Century
1
Topic for 1980-81: Romantic poetry. Study of seven poets: Desbordes-Valmore, Gautier, Hugo, Lamartine, Musset, Vigny, Nerval. Analysis of their poems, discussion of judgments by their contemporaries and by today's critics in order to appreciate the psychological and social factors that help to explain why we value or do not value their poetry.
Prerequisite: same as for 300.

Mr. Grimaud

306 (1) Literature and Ideology in the Twentieth Century
1
Ideological purpose and literary form in selected works of Proust, Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet.
Prerequisite: same as for 300.

Mr. Galand

307 (2)* French Poetry in the Twentieth Century
1
The nature and function of poetic creation in the works of Valery, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and *Tel Quel* will also be included.
Prerequisite: same as for 300.

Not offered in 1980-81.

Mr. Galand

Offered in 1981-82.

308 (1) Advanced Studies in Language I
1
Comparative stylistics: a normative approach through linguistic analysis to the processes and patterns of translation. Theories are tested and applied.
Prerequisite or corequisite: one Grade III unit of French literature and 222, or their equivalents.

Mr. François

309 (2) Advanced Studies in Language II
1
Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts.
Prerequisite: same as for 308.

Ms. Gillain

312 (1) Medieval French Literature II
1
See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.
Open by permission of the instructor.

Miss McCulloch

318 (2)* The Reader in the New Novel
1
Recent experiments in fiction: textual play vs. expression, communication, representation; transgression and transformation of conventions of reading. Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Beckett, Duras, Simon, Ricardou, and Robbe-Grillet.
Prerequisite: same as for 300.

Ms. Mistacco

319 (1) Women and Literary Expression
1
Topic for 1980-81: Subversion and creativity: 20th-century women writers in France. Selected texts from Colette, Beauvoir, Sarraute, Duras, Leduc, Chawaf, and Wittig, with emphasis on the revolutionary transformations in thinking about women in recent decades and the correspondingly explosive forms adopted by women in their search for a new language.
Prerequisite: one Grade III unit of French literature or, by permission of the instructor, its equivalent.

Ms. Respaut

321 (2) Seminar
1
Topic for 1980-81: Literary fantasies of contemporary Francophone women writers. The course will focus on the ways in which selected texts, characterized by imaginary or legendary settings, reproduce, subvert, and transcend dominant ideologies. Authors studied will include Duras, Rochefort, Wittig, d'Eaubonne, Bersianik.
Prerequisite: one Grade III unit of French literature.

Mrs. Hules

349 (2) Studies in Culture and Criticism (in English)
1
Topic for 1980-81: Narrators and readers of the self. Questions of personal authenticity, rhetoric, and literary structure raised by the convergence of artist and model, in both fictional and autobiographical novels of the self. Authors to be studied include Montaigne, Prévost, Rousseau, Proust, Sartre, Violette Leduc, Barthes, and recent critics of autobiography and autobiographical fiction.
Prerequisite: one Grade III unit in literature.

Mr. Lydgate

350 (1) (2) Research or Individual Study
1 or 2
Prerequisite: same as for 321.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the department during the second semester of their freshman year. Course 141-142 may not be elected by students who have taken both 101-102 and 121-122. A student may not count toward the major 220, both 121-122 and 141-142, both 206 and 226. Course 349 may be counted toward the major but not toward the minimum major.

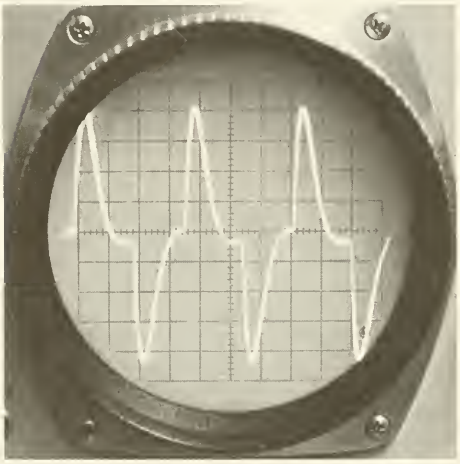
Students who achieve a final grade of A or A-for 121 or 141 may, on the recommendation of their instructor, accelerate their study of French in the following manner: from 121 to 142, from 141 to a lower Grade II course. Students achieving a final grade of A or A- for 102 may, upon the recommendation of their instructor, accelerate to 141.

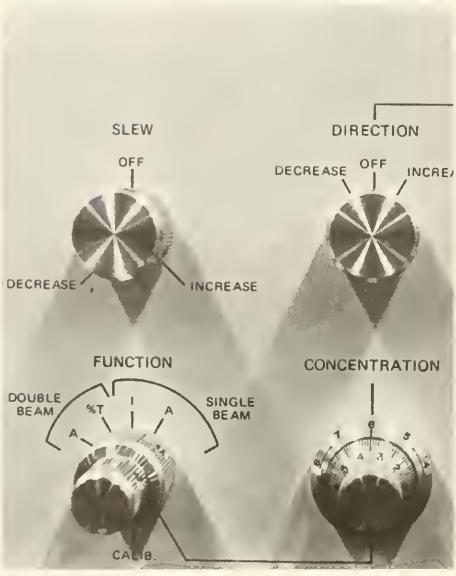
Majors are required to take two of the following courses: 222, 308, 309. In some cases 226 may also be required. Majors should consult their advisors regularly to arrange a program of study with these objectives: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a

genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Courses in other foreign language and literature departments, in art, history (especially 242 and 243), philosophy, English, Extradepartmental 237, 330, 333, and 331, and Religion 104 and 105 are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.





Geology

Associate Professor:
Andrews

Assistant Professor:
Besancon (Chairman), Thompson

100 (1) Oceanography
1
An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory.
Open to all students.

Mr. Andrews

102 (1) (2) Introduction to Geology
1
An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps.
Open to all students.

Ms. Thompson, Mr. Besancon

112 (2) Evolution: Change Through Time
1
For description and prerequisite see Extradepartmental 112.

200 (2) Historical Geology
1
The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips.
Prerequisite: 102 or permission of the instructor.

Mr. Andrews

202 (1) Mineralogy
1
Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory.
Prerequisite: 102 and another unit of physical science, preferably chemistry, or permission of the instructor.

Mr. Besancon

205 (2)* Invertebrate Paleontology
1
The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory.
Prerequisite: 102 and 200, or one unit in biology, or permission of the instructor.

Mr. Andrews

Not offered in 1981-82.

206 (1)* Structural Geology
1
Introduction to geometry and origin of rock structure ranging from micro-textures and rock fabrics to large-scale fold belts. Other topics to include review of geophysical foundations of plate theory and its applicability to problems of continental tectonics. Laboratory and field trips.
Prerequisite: 102 or permission of the instructor.

Ms. Thompson

Not offered in 1981-82.

207 (1)* Earth Resources
1
An introduction to the formation and location of geological resources, especially petroleum, coal, ores, water and gem minerals. Topics will include supply and estimation of reserves, modern exploration and exploitation techniques, and environmental considerations. Field trips to be arranged. No laboratory.
Prerequisite: 102 or permission of the instructor.

Not offered in 1981-82.

304 (1)* Stratigraphy and Sedimentation
1
Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips.
Prerequisite: 202.

Not offered in 1980-81.

Ms. Thompson

Offered in 1981-82.

308 (2) Plate Tectonics
1
The purpose of this course is to examine geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces.
Prerequisite: 102 and 206.

Ms. Thompson

Not offered in 1981-82.

309 (2) Petrology
1
Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory.
Prerequisite: 202.

Mr. Besancon

310 (1)* Geometrics
1
Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography.
Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Not offered in 1980-81.

Mr. Andrews

Offered in 1981-82.

349 (2) Seminar
1
Normally a different topic each year.

Not offered in 1980-81.

The Staff

Offered in 1981-82.

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

In addition to eight units in geology, normally to include 205, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.

German

Professor:
Goth

Associate Professor:
Ward (Chairman)

Assistant Professor:
Prather, Hansen•

Instructor:
Carlson[3]

Lecturer:
Briggs[3]

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit intermediate level courses and proceed with 202.

Qualified students may be recommended to spend the junior year in Germany. See p. 39.

100 (1-2) Beginning German
2
Structural approach to grammar; special emphasis on oral expression and listening comprehension. Frequent written exercises and weekly laboratory assignments. Reading of short stories both semesters. Four periods. Open only to students who do not present German for admission.

The Staff

101 (1) Intensive Review German
2
Intensive practice in listening comprehension, speaking and writing for students with previous knowledge of German. Thorough grammar review using a structural approach. Vocabulary building. Reading and tapes from the intermediate level. Five periods. Entering students must take a placement exam. To fulfill the language requirement, students must proceed to 103, or with special permission, 105. Three units of credit are given after completion of 101-103 or 101-105.

Mrs. Briggs

102-103 (1-2) Intermediate German
2
Review of grammar and all language skills; reading, writing, listening comprehension, and oral expression, with special emphasis on idiomatic usage. First semester: Thorough grammar review, practice in classroom and language laboratory. Second semester: Extensive reading of modern texts and writing in German. Three periods.
Prerequisite: one to two admission units and placement exam or 100.

Ms. Ward, Mrs. Prather

104-105 (1-2) Studies in Language and Literature
2
Intermediate language study with emphasis on idiomatic usage, vocabulary building, and expository writing. First semester: Grammar review, written and oral practice based on literary readings. Second semester: Further training in analysis of fiction, poetry, and drama with emphasis on the continued development of language skills. Three periods.
Prerequisite: two to three admission units and placement exam or, by permission of the department, 100. Permission will be based on a high grade in 100.

Ms. Goth, Mrs. Prather

202 (1) 203 (2) Introduction to German Literature
1 or 2
Interpretation of selected masterpieces. Short papers with emphasis on stylistics and grammar. First semester: From the Middle Ages through the Enlightenment. Texts such as *Parzival*, *Tristan*, *Simplizissimus*, Lessing's *Nathan der Weise*. Second semester: From Classicism to the beginning of the 20th century. Texts by Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the major. Each semester may be taken independently. Three periods.
Prerequisite: three or more admission units and placement exam, two units of intermediate level German, or by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Ms. Goth, Ms. Ward

205 (1) Studies in Romanticism
1
Romantic thought, discovery of the unconscious: Friedrich Schlegel, Brentano, Novalis, E.T.A. Hoffman, Eichendorff, and others.
Prerequisite: 202-203.

Not offered in 1980-81.

Ms. Ward

Offered in 1981-82.

206 (1) Nineteenth-Century Literature: From the Fairytale to the Novelle
1
Late Romanticism and Realism with special emphasis on the development of the *Novelle* as a genre. Tieck, Hoffman, Stifter, Keller, Droste-Hülshoff, Storm, and others.
Prerequisite: 202 and 203.

Ms. Ward

207 (1) Twentieth-Century Literature: Hugo von Hofmannsthal
1
A study of the major poetry, plays, and libretti of Hofmannsthal; will include investigation of such topics as Decadence, Symbolism, and classical motifs in modern literature. The course ends with a study of selected operas by Hofmannsthal and Richard Strauss with special emphasis on *Rosenkavalier*.
Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1980-81.

Mr. Hansen

208 (2) Literature since 1945: Women and Women Authors in the Two Germanies
1
Discussion of the changing role of women in the Federal Republic of Germany and the German Democratic Republic through an analysis of contrasting literary works by representative women writers from Anna Seghers and Ingeborg Bachmann to Sarah Kirsch and Gabriele Wohmann. The image of women in literature considered within a political/historical context. Attention will also be given to recent trends in literary criticism, including feminist and Marxist approaches.
Prerequisite: one Grade II unit.

Ms. Ward

210 (2) Theatre in Germany
1
German drama theory and practice from the Middle Ages to the present, with attention to theatrical as well as textual issues. Extensive use of tapes. The course will culminate in the staging of a one-act play or portion of a longer drama chosen by the class.
Prerequisite: one Grade II unit.

Not offered in 1980-81.

Ms. Ward

225 (2) Clashing Myths in German Culture (in English)
1
Mythology from the Classical and Norse traditions as a subject of inquiry in modern German thought and as thematic material in opera, literature, philosophy, psychology, and social thought. Includes theories of myth, some classical myths, a study of specific Norse Myths, myth in Wagner, Nietzsche, Hofmannsthal, Freud, Jung, Hesse, Alfred Rosenberg, and Thomas Mann. Course will include listening to two German operas. All texts read in English.
Open to all students.

Not offered in 1980-81.

Mr. Hansen

230 (2) Advanced German Language Skills
1
A review of difficult points of grammar, syntax and style, with intensive practice in composition, translation and oral skills. Readings from newspapers and magazines. Students will work on an independent project during the term. Required for all German majors whose native language is not German. Two periods.
Prerequisite: one Grade II unit.

Ms. Goth

304 (2) Goethe
1
An introduction to the Goethe-era: Storm and Stress, the classical period and his friendship with Schiller, post-classical works. Emphasis on his poetry, *Werthers Leiden*, autobiographical writings and *Faust*.
Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1980-81.

Ms. Goth

Offered in 1981-82.

305 (1) Reading in Eighteenth-Century Literature
1
Emphasis on writers of the Enlightenment and the Storm and Stress movement: Gottsched, Lessing, Herder, Bürger, Goethe, Schiller.
Prerequisite: two Grade II units or by permission of the instructor.

Ms. Goth

310 (1) Studies in Poetry
1
Study of themes, techniques, and historical background. The development of German poetry from the Baroque to modern times with emphasis on poets such as Gryphius, Goethe, the Romantics, Keller, C. F. Meyer, and some modern writers.
Prerequisite: two Grade II units.

Not offered in 1980-81.

Offered in 1981-82.

330 (1) Comparative Literature (in English)
1
Topic for 1980-81: Joan of Arc—History and Legend.
For description and prerequisite see Extradepartmental 330.

349 (2) Seminar. Folly in the History of German Literature
1
The roles of fool and clown as they define narrative modes and satire from Brant's *Narrenschiff*, through the romantic *Nachtwachen des Bonaventura*, to the modern novel. Readings will include works by Erasmus, Gottsched, Lessing, Wieland, Mann, Grass, and Böll.
Prerequisite: one Grade III unit or by permission of the instructor.

Mrs. Prather

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1) (2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Intermediate level courses are not ordinarily counted toward the major. Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit the intermediate level and take 202-203.

Students intending to major in the department are required to take 202-203, 304 or 305 offered in alternate years, 230, and at least one seminar.

It is strongly recommended that the major include a distribution by approach; that is, at least one period, one genre and one single-author course, and that there be three Grade III units.

Courses in art, music, philosophy, English, literature courses in other foreign language departments, History 244, and the comparative literature seminar, Extradepartmental 330, are recommended.

Greek and Latin

Professor:
Lefkowitz, Geffcken (Chairman)

Associate Professor:
Marvin

Assistant Professor:
Boedeker[3], Engels, Cole, Starr

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See Directions for Election.

Greek

102 (1) Beginning Greek
1
An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods.
Open to students who do not present Greek for admission.

Miss Marvin

103 (2) Intermediate Greek
1
Further development of Greek reading and language skills. Three periods.
Prerequisite: 102 or equivalent.

Miss Cole

104 (1) Classical Mythology
1
The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.
Open to all students.

Mrs. Lefkowitz

150 (2) Colloquium
1
For title and description see History 150 (2)c.

201 (1) Plato
1
Apology, Crito, and selections from the *Phaedo*. Socrates in Plato and in other ancient sources, his position in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods.
Prerequisite: 102 and 103, or two admission units in Greek, or exemption examination.

Mr. Starr

203 (2)* Greek Drama in Translation
1
Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama.
Open to all students.

Not offered in 1980-81.

205 (2) Homer's Iliad
1
Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.
Prerequisite: 201.

Miss Marvin

207 (1) New Testament Greek
1
For description and prerequisite see Religion 207.

229 (2)* Alexander the Great and the Hellenistic World
1
For description and prerequisite see History 229.

230 (1)* History of Greece
1
For description and prerequisite see History 230.

246 (2) Ancient Medicine
1
For description and prerequisite see Extradepartmental 246.

251 (1) Ancient Science
1
For description and prerequisite see Extradepartmental 251.

252 (2) Women in Antiquity
1
The role of women in Greek and Roman societies; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal, and religious documents; consideration of archaeological evidence. Comparison of relevant materials from other periods and cultures.
Open to all students.

Mrs. Lefkowitz

254 (2)* The Greek Experience
1
A survey of archaic and classical Greek literature based on readings in English translation of major authors, including Homer, Hesiod, Sappho, Solon, Pindar, the tragedians, Aristophanes, Herodotus, and Thucydides. Emphasis on relationships between literature and society, and on the interplay between tradition and innovation in Greek culture.
Open to all students.

Mrs. Boedeker

302 (2)* Aeschylus and Sophocles
1
Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.
Prerequisite: 205.

Mrs. Lefkowitz

303 (1)* Herodotus
1
A study of Herodotus and the origins of the Western historical tradition, focusing on his theory of history and his place in the intellectual world of 5th century Athens. Herodotus' perception of the conflict between Eastern and Western political organizations and cultural values during the Persian Wars.
Prerequisite: 205.

Mr. Engels

304 (2)* Euripides
1
Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.
Prerequisite: 205.

Not offered in 1980-81.

Offered in 1981-82.

305 (1)* Thucydides
1
Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.
Prerequisite: 205.

Not offered in 1980-81.

Mr. Engels

Offered in 1981-82.

328 (2)* Problems in Ancient History and Historiography. Alexander the Great
1
Study of Alexander using both ancient sources in translation and modern works. The problem in reconciling the two ancient source traditions concerning Alexander, one hostile, the other apologetic. What criteria do modern historians use to choose between the two traditions and are their criteria justified? Analysis of the significant problems of Alexander's personality and career in this context.
Prerequisite: History 229, 230, or by permission of the instructor.

Mr. Engels

349 (1) (2) Seminar
1 or 2
First semester: Greek lyric poetry. The development of poetic forms and vocabulary to express individual emotion or communal response. The reevaluation of epic tradition in terms of contemporary experience. Readings from Sappho, Simonides, Pindar, and Bacchylides. Second semester: Greek oratory. Reading in Greek from the orators, especially Lysias and Demosthenes. Selected readings in translation. Ancient rhetorical techniques and criticism. The social and historical context in which Greek oratory developed. The influence of oratory on tragedy and history.
Prerequisite: 205.

Mrs. Lefkowitz (1), Mr. Starr (2)

350 (1) (2) Research or Individual Study
1 or 2
Open to seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Latin

100 (1) Beginning Latin
1
Fundamentals of the Latin language. Readings from classical and medieval texts. Four periods.
Open to students who do not present Latin for admission, or by permission of the instructor.

Miss Cole, Mr. Starr

101 (2) Intermediate Latin
1
Development of reading skills through intensive study of classical authors. Three periods.
Prerequisite: 100.

Miss Geffcken

102 (2) Intensive Review
1
Survey of grammar and syntax; reading from classical Latin authors. Three periods.
Prerequisite: two admission units in Latin or permission of the instructor.

Mr. Starr

104 (1) Classical Mythology
1
For description and prerequisite see Greek 104.

200 (2) Introduction to Vergil's Aeneid
1
Study of the poem with selections from Books I-VI in Latin. Three periods.
Prerequisite: Latin 201, or three admission units in Latin not including Vergil, or exemption examination.

Ms. Boedeker

201 (1) Latin Comedy
1
Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of one play in Latin, others in English. Three periods.
Prerequisite: Latin 101 or 102 or two admission units in Latin.

Miss Geffcken

202 (1) Catullus and Cicero
1
Love, politics, morality, and humor in the last years of the Republic. Study of the evolution of Latin poetic style and of the technique of destructive oratory.
Prerequisite: four admission units in Latin or three including Vergil or 200.

Miss Cole

203 (2) Horace
1
The development of Horace's poetic style and social commentary. Reading from *Satires* and *Odes*.
Prerequisite: same as for 202.

Miss Geffcken

206 (2)* Latin Prose Style
1
A study of the development of Latin style with reading and analysis of selected texts; practice in writing Latin prose.
Prerequisite: 202 or 203.

Not offered in 1980-81.

207 (2) Medieval Latin
1
The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry. Three periods.
Prerequisite: 200 or 201 or the equivalent, or permission of the instructor.

Mr. Starr

231 (1)* History of Rome
1
For description and prerequisite see History 231.

246 (2) Ancient Medicine
1
For description and prerequisite see Extradepartmental 246.

249 (1) Selected Topics
1
Topic for 1980-81: Lucretius' *de Rerum Natura*. Lucretius' re-creation in poetic form of the Epicurean view of human experience.
Prerequisite: 202 or 203 or an AP Latin score of 5.

Miss Geffcken

251 (1) Ancient Science
1
For description and prerequisite see Extradepartmental 251.

252 (2) Women in Antiquity
1
For description and prerequisite see Greek 252.

302 (2) Vergil's Aeneid
1
The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.
Prerequisite: 249 or permission of the instructor.

Miss Cole

308 (1)* The Struggle for Power in the Late Republic
1
The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.
Prerequisite: 249.

Not offered in 1980-81.

Mr. Starr

Offered in 1981-82.

309 (2)* Historical Tradition, Morality, and Immorality
1
Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. Readings from selections on early Rome and the Hannibalic War.
Prerequisite: 249.

Not offered in 1980-81.

Mr. Starr

Offered in 1981-82.

316 (1)* The Effects of Power and Authority in the Empire
1
How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life.
Prerequisite: 249.

Mr. Starr

317 (2)* Imperial Rome: The Novel
1
The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.
Prerequisite: same as for 316.

Miss Geffcken

328 (2)* Problems in Ancient History and Historiography
1
For description and prerequisite see Greek 328.

350 (1) (2) Research or Individual Study
1 or 2
Open to seniors by permission.

360 (1)* Seminar. Roman History
1
For description and prerequisite see History 360.

370 (1-2) Thesis
2 to 4
Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except 150, 229, 230, 231, [243], 246, 251, 252, 328, and 360, (these courses may be elected to fulfill the requirement in Group B). The following may not be counted toward the major in Greek or Latin: Greek 203, 229, 230, 254; Greek/Latin 104, 150, [243], 246, 251, 252, 328; Latin 231, 360.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 302 and at least two units of the following: [301], 308, 309, 316, 317. Students planning to teach are advised to elect 206.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

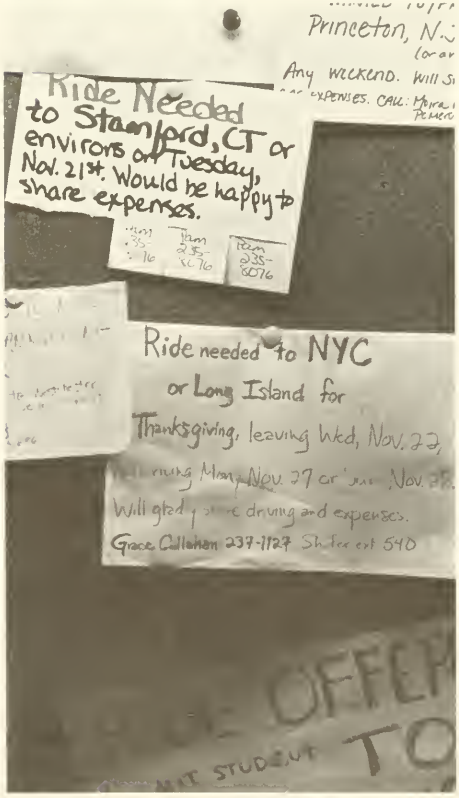
Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 178 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended. For details on the classical civilization major, see p. 177.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are classical civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.


Princeton, N.J.
Any weekend.
Ride Needed to Stamford, CT or environs on Tuesday, Nov. 21st. Would be happy to share expenses.
Ride needed to NYC or Long Island for Thanksgiving, leaving Wed, Nov. 27,
Will gladly share driving and expenses.
Grace Callahan 237-1127

History

Professor:
Auerbach (Chairman), Cohen•, Cox, Preyer, Robinson

Assistant Professor:
Jones, Knudsen, Tumarkin, Engels, Saad

Instructor:
Gouda, Fitzpatrick, Dyer, Molony

100 (1) (2) Medieval and Early Modern European History
1
A study of the major ideas and institutions that have shaped Western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive Western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.
Open to all students.

Mr. Cox, Ms. Dyer

101 (1) (2) Modern European History
1
An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.
Open to all students.

Ms. Tumarkin, Mr. Knudsen, Ms. Gouda

102 (2) The American Experience
1
An introduction to the social, cultural, political, and economic forces that have shaped American history, including colonization, slavery, immigration, civil conflict, industrialization, and international relations.
Open to all students. Principally for those who have not had a survey course in American history in junior or senior year of high school.

Mrs. Preyer

103 (1) The World and the West
1
An introduction to non-Western history designed to explore main trends in select areas of Asia and Africa up to the accelerated contacts with Europe. The expansion, diffusion, and adaptation of Islam in different cultures will be used as a case study. Special attention to cross-cultural influences with reference to comparable themes in the process of European expansion.
Open to all students.

Mr. Saad

150 (1) (2) Colloquia
1
For directions for applying see p. 43. Open by permission to a limited number of freshmen and sophomore applicants.

(1)
a. The Southern confederacy

An examination of the various forces that shaped, divided, and ultimately led to the defeat of the Confederate States of America, with special emphasis on racial, class, and political conflict within the new nation.

Ms. Jones

b. The internationalization of Black Power

For description see Black Studies 150b.

e. China in outside perspective

Can another people's historical or cultural experience be understood in its own terms by an outsider? Or does the outsider's outsideness place definite limits upon cross-cultural understanding? Many westerners who went to China in the 20th century stayed for long periods, became deeply engaged in the revolutionary changes that were taking place, and then wrote accounts (often highly personal) of their experiences. What we can learn from these accounts about China—and what the accounts tell us about the outsiders themselves (many of them Americans)—will be the central problem explored in this course. Readings will be drawn from autobiography, fiction, personal memoirs, and journalism.

Not offered in 1980-81.

Mr. Cohen

(2)
b. The internationalization of Black Power

For description see Black Studies 150b.

c. Early Greece

A study of the formation of the Western cultural tradition in Greece from the Bronze Age to 500 B.C. The course will emphasize the development of fundamental innovations such as rational thought, the belief in natural law, and systems of government based on the consent of the governed. Other topics will include the Minoan and Mycenaean civilizations, the problem of the Dorian invasion and the Greek Dark Ages, religion, society, the formation of city states, and colonization.

Mr. Engels

d. Henry VIII: wives and policy

A study of the relationship between Henry's matrimonial ventures (all six) and issues of domestic and foreign policy during his reign. The colloquium will be structured around the BBC television series (6 films, 90 minutes each) called "The Six Wives of Henry VIII." Recent scholarly works, including biographies where possible, and 16th century sources will provide historical materials for comparison with and contrast to the dramatic presentations.

Mrs. Robinson

e. Images of Asia

For the past 150 years, Americans have viewed Asia and Asians through a shifting and usually distorting prism. From 19th century racism culminating in exclusion of Chinese and Japanese, to concepts producing American concentration camps in World War II, to views of Vietnamese in our recent past, and finally to today's admiration of the economic superpowers Japan and Korea, American Images have been susceptible to stereotyping. We will investigate popular literature, including journals, travelogues, fiction, the press, and cinema.

Ms. Molony

203 (2)* The Ancient Near East: An Introduction
1
For description and prerequisite see Religion 203.

206 (1) Afro-American History
1
For description and prerequisite see Black Studies 206.

207 (2) Afro-American History
1
For description and prerequisite see Black Studies 207.

212 (1) History of American Education
1
For description and prerequisite see Education 212.

216 (1) History of the West Indies
1
For description and prerequisite see Black Studies 216.

218 (1)* Religion in America
1
For description and prerequisite see Religion 218.

222 (1) Classical and Early Medieval Intellectual History
1
A history of Western thought from its pre-Socratic origins to Boethius. Emphasis will be placed on the living issues of thought in the pre-Socratics, Plato, Aristotle, the Stoic and Epicurean philosophers, the Bible and the Church Fathers, among others.
Open to freshmen and sophomores who have taken 100 or related work in literature or philosophy, and to juniors and seniors without prerequisite.

Not offered in 1980-81.

Mrs. Chaplin

229 (2)* Alexander the Great and the Hellenistic World
1
The course will survey the achievements of Alexander and the culture of the new world he created. The personality and career of Alexander will be examined as well as the innovations he introduced into the Western world: new concepts of kingship, political organization, and the notion of brotherhood between diverse ethnic groups. The rich diversity of the Hellenistic world will also be surveyed: trade with India and China, religious syncretism, the spread of oriental religions into the Mediterranean world, and the achievements of Hellenistic science which formed the foundation for the future development of the Western scientific tradition.
Open to all students.

Not offered in 1980-81.

Mr. Engels

230 (1)* Greek History from the Bronze Age to the Death of Philip II of Macedon
1
A survey emphasizing the relationships between the patterns of Greek culture, the origins of the Western intellectual tradition, and the development of constitutional forms of government culminating in the formulation of democracy in Athens. Other topics will include Greek religion, society, economy, and the failure of Athenian democracy in its conflicts with Sparta and Macedon
Open to all students.

Not offered in 1980-81.

Mr. Engels

231 (1)* History of Rome
1
An introduction focusing on Rome's cultural development from its origins as a small city state in the 8th century B.C. to its rule over a vast empire extending from Scotland to Iraq. Topics for discussion will include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, and the Hellenization of Roman society. Also, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire will be examined.
Open to all students.

Mr. Engels

232 (2) Medieval Civilization, 1000 to 1300
1
European society during the High Middle Ages. Kingship and a comparison of medieval states, warfare and the birth of chivalry, peasants and townsmen in an era of economic and technological change, students and churchmen in a period of intellectual ferment. An exploration of political and social ideas as expressed in contemporary sources, including art and literature.
Open to freshmen and sophomores who have had a course in medieval history, art, or literature, and to juniors and seniors without prerequisite.

Mr. Cox

233 (1) The Civilization of the Renaissance in Italy
1
Explores Italian history from the age of Dante to the age of Michelangelo and Machiavelli, examining through Renaissance sources some classic topics in the historiography of the Renaissance in Italy including "the state as a work of art," "the development of the individual," "the revival of antiquity," and "the discovery of the world and man."
Open to qualified freshmen, and to sophomores, juniors, and seniors without prerequisite.

Ms. Dyer

234 (2) The Crisis of the Fifteenth and Sixteenth Centuries
1
Individuals and institutions in a time of religious, economic, and social upheaval. Protestants and Jesuits, intellectuals and peasants, mystics and witches, the old world and the new, examined through literature, theology, letters, trial records, practical guidebooks, and propaganda. Interdisciplinary approach emphasizing contrasting interpretations of the period.
Open to all students.

Not offered in 1980-81.

235 (2) Medieval and Early Modern European Intellectual History
1
A history of Western thought from St. Augustine to Pascal, emphasizing the relations between ideas and their historical context. How were intellectuals educated and how did they support themselves in Medieval and Early Modern Europe? How did their societies influence them, and they their societies? What did they think on such matters as salvation, war and peace, and human nature? These and related issues will be examined in the lives and times of such intellectuals as Anselm, Abelard, Aquinas, Augustine, Dante, Machiavelli, Luther, Montaigne, and Pascal.
Open to freshmen and sophomores who have taken 100 or related work in literature or philosophy, and to juniors and seniors without prerequisite.

Ms. Dyer

236 (1)* The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries
1
A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe.
Open to qualified freshmen and sophomores (see Directions for Election), and to juniors and seniors without prerequisite.

Mr. Knudsen

237 (2)* Modern European Culture: The Nineteenth and Twentieth Centuries
1
A survey of European culture from the French Revolution to the post-World War II period—from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Byron, Stendhal, Goethe, Hegel, Marx, Kierkegaard, Darwin, Nietzsche, Freud, Pirandello, Russell, Sartre Camus, Skinner, and Orwell.
Prerequisite: same as for 236.

Not offered in 1980-81.

Mr. Knudsen

238 (1) English History: 1066 and All That
1
From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

239 (2) English History: Tudors and Stuarts
1
The 16th and 17th centuries, emphasizing the unique aspects of the English Reformation, Elizabethan achievements and failings, and the multiple revolutions or alleged revolutions of the 17th century. Special attention to exploring the controversies among historians in explaining and interpreting these transforming developments.
Prerequisite: same as for 238.

Mrs. Robinson

240 (1) Modern England
1
English history from the 18th century into the 20th. We will explore some of the tensions and difficulties accompanying the transformation of a basically agrarian, hierarchical, traditional society into an industrial, secular democratic welfare state. The emphasis will fall on the time period 1815-1914.
Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

242 (1) The Age of Louis XIV in France
1
Society and government in 17th century France. The political and cultural background under Richelieu and Mazarin; social, political, and intellectual life during the Golden Age of Absolutism under Louis XIV.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken one unit in history, art history, or French, and to juniors and seniors without prerequisite.

Mr. Cox

243 (2) The Enlightenment, the French Revolution, and Napoleon
1
French civilization in the 18th century; analysis of the causes, events, and results of the Revolution. The era of the Revolution and the Napoleonic Empire with emphasis upon political, social, and cultural developments, and their impact upon the rest of Europe.
Prerequisite: same as for 242.

Mr. Cox

244 (2) Modern Germany
1
Beginning with the revolution of 1848, an examination of German politics, society, and culture to the post-World War II period. Special emphasis on Bismarck and the founding of the German Empire; the Empire's crisis and collapse in World War I; the formation of the Weimar Republic; and the emergence of Nazism and the Third Reich. The task will be to explore the German response to problems shared throughout Western Europe.
Prerequisite: same as for 236.

Mr. Knudsen

245 (1) History of Modern France, 1815-Present
1
Starting with the restoration of the monarchy after the Napoleonic wars, this course will explore the interaction between the revolutionary tradition and reactionary factions in French politics, the eruption of revolution in 1830 and 1848, the Commune in 1870, the emergence of a politicized labor movement and its connections to international Marxism, and the culmination of anticlericalism as a political force in the Dreyfus affair. In the 20th century attention will be devoted to the fate of France during World War I, the United Front in the inter-war years, and political alignments during World War II; France's economic takeoff in the postwar era, the Algerian crisis, and the student protests of the 1960s.
Open to all students.

Ms. Gouda

246 (2) Medieval and Imperial Russia
1
A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enserfment of the peasantry, and the impact upon Russia of successive foreign cultures—Byzantium, the Mongol Empire, and the West.
Open to sophomores, juniors, and seniors without prerequisite.

Ms. Tumarkin

247 (1) Modern Russia and the Soviet Union
1
One hundred years of reform, revolution, and reaction. Late Imperial Russia, the Revolution of 1917, and the creation of a Soviet state under Lenin and Stalin. Special emphasis is placed on the Russian Revolution and on continuity and change under Soviet rule.
Prerequisite: same as for 246.

Ms. Tumarkin

248 (1) Europe in the Twentieth Century
1
An interpretative study of modern Europe emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media.
Prerequisite: same as for 246.

Ms. Tumarkin

250 (1) The First Frontier
1
The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

251 (2) The United States in the Eighteenth Century
1
Society, culture, and politics in colonial America, in the era of the American Revolution and in the early national period to 1815.
Prerequisite: same as for 250.

Mrs. Preyer

252 (1) The United States in the Nineteenth Century
1
An introduction to the major political, economic, and social forces which shaped 19th-century American history.
Prerequisite: same as for 246.

Ms. Jones

253 (2) The United States in the Twentieth Century
1
Selected 20th-century issues and problems, with emphasis on the responses of Americans and their institutions to social change.
Prerequisite: same as for 246.

Mr. Auerbach

254 (2) United States Urban History
1
Origins and development of the American urban system from the colonial period to the present, with emphasis upon changing city functions, urban physical and spatial structure and growth, group accommodation to city living, historical trends in urban politics, and problem solving.
Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Not offered in 1980-81.

255 (2)* Japanese Religion and Culture
1
For description and prerequisite see Religion 255.

257 (2) Women in American History
1
A survey of women in American history, from the colonial period to the present, focusing on the family, marriage and divorce, women's role in the labor force, images of women in the popular media, women's rights, and feminism.
Open to all students, except those who have taken [155].

Ms. Jones

259 (1) Labor in the United States
1
The history of the American worker from the colonial period to the present. The experience of working men and women will be studied along with the broader relationship between labor and the state. Special emphasis will be placed on the impact of industrialization, religion and the working class, labor unrest, the growth of organized labor, conflict and change within the labor movement.
Open to sophomores, juniors, and seniors without prerequisite.

Ms. Fitzpatrick

260 (1)* History of Latin America
1
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Mr. Lovett

261 (1)* History of Spain
1
The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.
Prerequisite: same as for 260.

Not offered in 1980-81.

Mr. Lovett

267 (2) Africa Before the Europeans
1
Major themes in African history from the earliest times to the 19th century. Discussion of social, political, and economic modes of organization as well as art, literature, and belief systems. Analysis of African civilization with emphasis on the kingdoms and empires which arose from medieval times onward along the main highways of commerce in the continent.
Open to all students.

Mr. Saad

268 (1) Africa in the Modern World
1
Modern history of Africa from the mid-19th century to the present. Analyzes the origins, growth and breakdown of colonialism with emphasis on traditionalist and modernist African responses. Examines the rise of nationalist and liberation movements and the emergence of new states. Discussion of post-independence problems and special attention to the current crisis in southern Africa.
Open to all students.

Mr. Saad

271 (1) Japanese History
1
Japanese history from earliest times to present, focusing on modern period (since 1600). Special consideration given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's astonishingly rapid modernization in the 19th and 20th centuries, and problems faced by Japan in the future.
Open to all students.

Not offered in 1980-81.

272 (1) Traditional and Early Modern Japanese History
1
Japan from prehistoric times to the mid-19th century, with emphasis on the 17th-19th centuries (Tokugawa). Japan's adaptation of Chinese civilization; cultural and literary history; political effects of socioeconomic changes from the classical period, through feudalism, to the eve of Japan's interaction with the West; ideological developments that conditioned Japan's response to Western encroachment; and changing status of women.
Open to all students.

Ms. Molony

273 (2) Society and Economy in Modern Japan
1
Consideration of major themes in Japanese history since the Meiji Restoration (1868). Japan's 19th-century "economic miracle" and the problems faced by a rapidly modernizing agrarian economy: nationalism, imperialism, and their effects on foreign relations; adaptation of Western ideas and institutions; themes in 20th-century literature and culture; social and political movements of the 20th century, concentrating on women's suffrage and labor movements. Final topic: Japan today.
Open to all students.

Ms. Molony

274 (2) Social and Economic History of China, 1100-1800
1
A survey of the pre-industrial economic experience of Chinese society. Beginning with institutional and structural features such as land tenure and clan organization, the course then examines the intensification of a money economy, "embryonic capitalism," the development of handicrafts, and the expansion of the agricultural sector. Social conflicts and state-society relations are analyzed in light of the structures and processes suggested above. Brief comparisons with the European experience serve to isolate the distinctive patterns of Chinese development.
Open to all students.

Not offered in 1980-81.

275 (1) Premodern Chinese History
1
Chinese civilization from earliest times to the period of the modern Western intrusion. Emphasis on dominant historical and cultural patterns, the evolution of Confucianism, Taoism, and Chinese Buddhism, and the development of major political institutions (emperor, bureaucracy, examination system, and others). Extensive readings in Chinese literature.
Open to all students.

Not offered in 1980-81.

276 (1) Modern Chinese History
1
An analysis of the revolutionary changes that have swept China from the Opium War to the present. Equal emphasis will be placed on (1) the disintegration of the old society during the last century of the imperial era and (2) the efforts of the Nationalist and Communist parties to rebuild China in the 20th century. Special attention will be paid to intellectual and cultural changes and to the respective roles of the West and of indigenous forces in shaping China's modern evolution.
Open to all students.

Ms. Molony

280 (2) Imperialism and Dependency in the Third World
1
Analyzes the economic and political causes of the expansion of Europe and the United States into Africa, Asia, the Middle East, and Latin America since the mid-19th century. Examines the characteristics and consequences of imperialism and dependency in these areas of the world today.
Open to all students without prerequisite.

Not offered in 1980-81.

Mr. Saad

284 (2) History of the Middle East
1
A study of the rise of the modern Middle Eastern states against the background of the disintegration of the Ottoman Empire. Focus will be on a series of important transformations, such as the rise of Muhammad Ali in Egypt, the Ottoman reforms of the 19th century and the realignments which came in the wake of the two world wars. A survey of the colonial interlude and the emergence of nationalist movements, concluding with a historical overview of the Mideast conflict.
Open to all students.

Mr. Saad

300 (2) The Nature and Meanings of History
1
Introduction to modern historical writing with an emphasis on the tendencies and countertendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism.
Open to qualified juniors and seniors by permission of the instructor.

Mr. Knudsen

305 (1) Europe's Traditional System of International Relations, 1780 to 1914
1
The nature of Europe's classical balance of power system and its subsequent modification through the French and industrial revolutions; the diplomacy of national unification and of imperialist expansion. Attention to Ottoman, Chinese, and African relations with Europe.
Prerequisite: same as for 300.

Not offered in 1980-81.

306 (2) Global International Relations
1
The emergence of untraditional, cataclysmic problems of weaponry, population, and environment superimposed on traditional, ongoing problems of international relations. Attention equally divided among Europe, East Asia, the United States, and the Soviet Union.
Open to sophomores, juniors, and seniors who have taken two units of history or by permission of the instructor.

Not offered in 1980-81.

310 (1-2) Social History of the United States
1 or 2
The development of American society in terms of changing family organizations, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. First semester: Colonial period to 1850. Second semester: 1850 to 1970. Either semester may be elected independently.
Open to juniors and seniors who have taken two units of history or by permission of the instructor.

Ms. Jones

312 (2) Seminar. History of Child Rearing and the Family
1
For description and prerequisite see Education 312.

319 (2) Pan-Africanism
1
For description and prerequisite see Black Studies 319.

320 (1) American Legal History
1
The modification of English law, legal changes during the post-revolutionary period. Group research in selected topics relating to the development of American law in the period before the Civil War.
Open to juniors and seniors.

Mrs. Preyer

322 (2) Progressivism: Reform in Twentieth-Century United States
1
Analysis of the roots, the character, and the consequences of social reform of the Progressive movement (1898-1917). Muckracking, temperance, child labor, unemployment, trusts, vice, and immigration are some of the areas to be explored. The evolution of a new corporate economy and the emergence of the national state will also be examined.
Open to juniors and seniors.

Ms. Fitzpatrick

328 (2)* Problems in Ancient History and Historiography
1
For description and prerequisite see Greek 328.

330 (1) Seminar. The Age of Chivalry
1
Studies in the history of the medieval knight from the formation of the first knightly orders in the mid-12th century to the "flowering" of chivalry in the mid-15th century, as seen in historical documents, literature, art, and music. Different kinds of knights and their differing roles in medieval society will be examined as well as the emergence of chivalric courts and the degree to which real-life knights conformed to the ideal depictions of them in literature and art.
Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Mr. Cox

331 (2) Seminar. Russia after Stalin
1
Who or what could replace Stalin after his death in 1953? How did the U.S.S.R. achieve the status of a great power, and at what cost? This seminar on the last quarter-century of Soviet history will explore such topics as: the politics of de-Stalinization; Khrushchev and Brezhnev as leaders; Soviet relations with China, the West and the Third World; Solzhenitsyn, Sakharov and other dissident writers; hooliganism, alcoholism, religious revivals. For their seminar papers students will have the option of writing the biography of a Soviet citizen based on interviews with a recent emigré.
Open to juniors and seniors who have taken History 247 or Political Science 301, or by permission of the instructor.

Ms. Tumarkin

332 (2) Seminar. The "Woman Question" in Victorian England
1
A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. A major source will be the periodical literature from the 1850s onward, with special attention to the many articles written, often anonymously, by women.
Prerequisite: same as for 330.

Mrs. Robinson

335 (2) Seminar. American History
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1980-81.

337 (1) Seminar. Pater Patriae: The Presidency of George Washington
1
Analysis of the political culture of the new nation. The establishment of national authority, the problems of national unity, the legitimation of opposition, the role of the charismatic leader during the first administrations following the adoption of the Constitution.
Prerequisite: same as for 330.

Mrs. Preyer

338 (2) Seminar. Community and Conflict
1
How various American communities have confronted, resolved, suppressed, and avoided conflict. Particular attention will be paid to 17th-century religious, and 19th-20th-century utopian and ethnic communities.
Prerequisite: same as for 330.

Mr. Auerbach

339 (1) Seminar. American Jewish History
1
The development of American Jewish life and institutions since the era of mass immigration, with particular attention to the tension between Old World and American Jewish cultures. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States.
Open by permission of the instructor.

Mr. Auerbach

340 (2) Seminar. Afro-American History
1
For description and prerequisite see Black Studies 340.

342 (2) Seminar. Imperialism and Dependency in the Third World
1
Theoretical approaches to the economic and political expansion of Europe and the United States since the 19th century. Analyzes the emergence of dependency relations in Africa, Asia, and Latin America during the present century. Discussion of development theory and its applications in contemporary Third World history. Due attention to recent trends, such as the rise of oil prices and the growing trend towards global interdependence.
Prerequisite: same as for 330.

Mr. Saad

345 (1) Seminar. Chinese History
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1980-81.

346 (2) Seminar. Chinese History
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1980-81.

347 (2) Seminar. History and Poverty: The Poor and the Oppressed in Nineteenth-Century Europe
1
In an age without comprehensive social provisions for the poor and the oppressed, life for the majority of citizens in France, the Netherlands, and England was "nasty, brutish, and short." This seminar will explore the ways in which European societies cared for their indigent masses and, when poor relief was not forthcoming, how the poor responded to their plight and material suffering. By examining a variety of literary sources, household budgets, documents of working class organizations, and national legislation, the seminar will address such issues as the impact of the revisions of the British Poor Law in 1834, the relationship between poverty and economic change in the Netherlands, and the connection between pauperism and criminality in France in order to derive insights into the social conditions of the poor as well as the origins of the contemporary welfare state.
Prerequisite: same as for 330.

Ms. Gouda

349 (2) Comparative Industrialization in Modern Europe
1
A comparative history of various European nations—among them France, England, the Low Countries, and Germany—since the beginning of the process of industrialization. While the French Revolution changed the nature of political authority everywhere in Europe, industrialization, as it first occurred in England during the 18th century, revolutionized many of the prevailing productive and social relationships. Emphasis will be placed on economic and demographic developments, changes in social structure, and on the role of the state in various societies in Europe to gain an understanding of both the commonalities and the differences in the nature and the impact of industrialization in the countries under consideration.
Open to juniors and seniors.

Ms. Gouda

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

355 (1-2) Intellectual History of the United States
1 or 2
The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time. By permission of the instructor either semester may be elected independently.
Open to juniors and seniors.

Not offered in 1980-81.

Mrs. Preyer

356 (2) Seminar. The 1920s in America
1
Examination of American society in the aftermath of a disastrous war. Among the major topics are political repression, presidential scandals, the retreat from political activism to narcissism and careerism and Babbitry as a dominant cultural norm. Consideration of the Crash of 1929 will precede comparisons with the 1970s.
Prerequisite: same as for 330.

Not offered in 1980-81.

Mr. Auerbach

360 (1)* Seminar. Society and Economy of the Roman Empire
1
An examination of the sources and theories concerning the society and economy of the Roman Empire. Topics for discussion will include the effects of demography and social stratification on the role of women, the problem of slavery and technological stagnation, the Roman educational system, agriculture, commerce, and trade with India and China. The formation of the manor system and the causes and effects of inflation will also be studied.
Prerequisite: 231 or permission of the instructor.

Not offered in 1980-81.

Mr. Engels

367 (2) Seminar. Renaissance Florence
1
"It is undoubtedly a golden age," wrote Marsilio Ficino in 1492, "which has restored to the light the liberal arts that had almost been destroyed: grammar, poetry, eloquence, painting, sculpture, architecture, and music. And all that in Florence." But the Florentine Renaissance was also a period of social upheaval, political constriction, economic depression, and religious uncertainty. The seminar will study both sides of Florentine culture while focusing on the lives and achievements of such men as Boccaccio, Bruni, Alberti, the Medici, Savonarola, Leonardo da Vinci, and Machiavelli.
Prerequisite: same as for 330. Not open to students who have taken History 330 in 1979-80.

Ms. Dyer

369 (2) Seminar. Industrial Societies and the Crisis of Total War
1
Total war in the 20th century has presented industrialized societies with the common dilemma of allocating limited resources to unlimited demand. These resources, whether human or material, must be mobilized for belligerent nations to survive. Rosie the Riveter charmed the American imagination with her novelty, but she was far from alone. Her counterparts in Germany, Britain, and Japan found a niche in their countries' more broadly conceived economic, propagandistic, military, agricultural and societal mobilizations. The problems of modern total war and mobilization, by forcing industrial societies to make difficult choices, isolate the salient aspects of these societies. Seminar participants will examine primary and secondary sources in English to analyze points of international congruence and difference.
Prerequisite: same as for 330.

Ms. Molony

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

A wide variety of programs may provide insight into the nature and scope of history as a discipline. Accordingly, the student majoring in history is given great latitude in designing a program of study. Department offerings fall, for the most part, into three roughly defined areas: (1) the modern West (Europe since 1600, the United States, modern Russia); (2) the premodern West (ancient Greece and Rome, Europe before 1600, medieval and imperial Russia); and (3) the non-West (Africa, China, Japan, and the Third World). Majors may elect courses freely, but it is strongly recommended that at least one unit be taken from each of these areas. (The department chairman should be consulted if it is unclear into which area a particular course falls.)

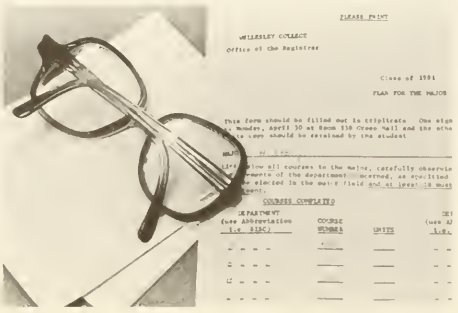
Majors are encouraged to focus eventually upon a special field of interest, such as (1) a particular geographical area, nation, or culture; (2) a limited time period; (3) a special aspect of history, e.g., social, intellectual, economic; (4) a significant historical problem or theme, e.g., revolution, cultural change, urbanization, institutional development, colonialism. In designing a program, students should consider courses given at MIT and in other departments at Wellesley.

The concept of the major should be discussed with the major advisor, and students should consult with their advisors about changes they may wish to make in the course of the junior and senior years.

The colloquia are available to freshmen and sophomores without prerequisite. Since colloquia enrollments are limited, special application must be made. Incoming freshmen may obtain application forms from the Class Dean, sophomores from the Registrar's Office, Green Hall. If a colloquium is oversubscribed, the instructor will decide which applicants are to be accepted. Students are advised to apply for more than one, indicating first, second, and third choices if they wish.

Some seminar work is strongly encouraged of all majors. Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors. Since enrollments are limited, a student wishing to apply for admission to one or more seminars must fill out an application blank, available in the department office, Founders Hall 219. Notification of which applicants are to be accepted will be made no later than the announced date for course changes without fee in each semester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (229, 230, 231), Asian (271, 272, 273, 275, 276), Middle Eastern (284), and African (267, 268) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (ancient, medieval, or modern) may elect as a beginning course 232, 233, 236, 237, 238, 239, 240, 242, 243, 244. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.


PLEASE PRINT

WELLESLEY COLLEGE
Office of the Registrar

Class of 1981

PLAN FOR THE MAJOR

This form should be filled out in triplicate. One sign
Monday, April 30 at Room 130 Green Hall and the othe
a copy should be retained by the student

COURSES COMPLETED

DEPARTMENT (use abbreviation i.e. HIST)	COURSE NUMBER	UNITS	(use A/ i.e.

Italian

Assistant Professor:
Ellerman, Jacoff (Chairman)

Instructor:
Mattii[3], Fontanella

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 39.

Attention is called to the major in Italian Culture. See Directions for Election and Individual Majors.

100 (1-2) Elementary Italian
2
Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

202 (1) Intermediate Italian I
1
Review of grammar, syntax, and development of vocabulary. There will be short written compositions and emphasis on the spoken language with conversations on a variety of topics. The topics will be suggested by the reading of a significant modern novel. The novel will be supplemented by pertinent articles which clarify its themes in historical and social terms. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

203 (2) Intermediate Italian II
1
Development and refinement of language skills, with equal emphasis on written and oral practice. A novel will be read which offers a contrast both in geographic and historical setting to the novel used in 202. The contrast between these novels allows for discussions of new cultural, historical, and thematic issues. In this fourth semester of Italian, there will also be a greater emphasis on critical and analytical reading of the novel. Three periods.
Prerequisite: 202 or the equivalent.

The Staff

207 (1) Significant Moment of the Italian Literature of the Middle Ages and the Renaissance
1
An introduction to the Golden Age of Italian literature. Study and analysis of selected texts by authors such as Saint Francis of Assisi, Dante, Petrarch, Boccaccio, Machiavelli, and Guicciardini.
Prerequisite: 203 or by permission of the instructor.

Mrs. Mattii

208 (2) Italian Romanticism
1
An introductory study of the poetry and prose of Foscolo, Leopardi, and Manzoni.
Prerequisite: 207 or by permission of the instructor.

Mr. Fontanella

211 (1-2) Dante (in English)
2
An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. First semester may be elected independently, second semester may be elected independently by permission of the instructor. Open to all students.

Ms. Jacoff

212 (2) Literature of the Italian Renaissance (in English)
1
An opportunity to read certain key texts of the Italian Renaissance in depth: Boccaccio's *Decameron*, selected Petrarch letters and poems, Cellini's *Autobiography*, Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts.
Open to all students.

Not offered in 1980-81.

214 (2) Machiavelli (in English)
1
An analysis of Machiavelli's thought in terms of its political, cultural and methodological elements. The analysis will proceed according to two complementary lines: reading and discussion of basic works (*The Prince, Discourses, Art of War, Letters, History of Florence*); study of the historical context and cultural tradition in which the various themes developed. Interpretation of reality, the dichotomy between "virtu" and "fortuna"; force and persuasion; the role of the aggregate and of the individual "virtu." Evaluation of Machiavelli's intellectual revolution: the emergence of a new relationship between empirical observation and theoretical elaboration. The science of politics. Discussion of some significant historiographical interpretations. Also, particular attention to Machiavelli in relation to the intellectuals of his own time.
Open to all students.

Not offered in 1980-81.

Mrs. Mattii

245 (2) Films and the Novel in Italy
1
For description and prerequisite see Extradepartmental 245.

249 (2) Significant Moments in the History of Italian Culture (in English)
1
This course is designed to supply a historical context in which certain major cultural movements and works of individual authors may be best studied. It follows a chronological order, going from the 13th century up to the modern period, with particular attention to the historical periods of greatest cultural importance, such as: the age of the city-state, the Renaissance, the Enlightenment, the Unification of Italy, Fascism and the Resistance. The readings will include analysis both of historical and literary texts. The course serves to integrate the curriculum of study offered by the Italian department but should also be useful to students in other fields.
Open to all students.

Not offered in 1980-81.

Mrs. Mattii

301 (1-2) Dante
2
A study of Dante's *Divina Commedia* and minor works.
Prerequisite: same as for 208.

Not offered in 1980-81.

302 (1)* The Theatre in Italy
1
The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre and experimental theatre of today. Study of plays by authors such as Machiavelli, Tasso, Goldoni, Pirandello, Betti, and Fo.
Prerequisite: same as for 208.

Mrs. Ellerman

303 (1)* The Short Story in Italy Through the Ages
1
A study of the art of the "Novella" based on readings by authors such as Boccaccio, Saccetti, Verga, Pirandello, Calvino, and Moravia. Attention will also be given to the content of these works as a reflection of changing social mores.
Prerequisite: same as for 208.

Not offered in 1980-81.

Mrs. Ellerman

308 (2) The Contemporary Novel
1
The study of Italian fiction since the 1940s as seen in the works by authors such as Pavese, Pratolini, Vigano, Levi, Volponi, and novelists of the 1970s. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.
Prerequisite: same as for 208.

Not offered in 1980-81.

Mrs. Ellerman

310 (1) Italian Lyric Poetry
1
Background and development of lyric poetry. Selected Medieval, Renaissance, and 19th-century texts, with main emphasis on 20th-century poetry.
Prerequisite: same as for 208.

Mr. Fontanella

349 (2) Seminar. Literature and Society
1
The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course.
Open by permission of the chairman.

The Staff

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to students who have completed two units in literature in the department.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Course 245 may count toward the major in Italian as specified in the course description.

Students majoring in Italian are required to take 207 and are advised to take 308; 211 and 249 are strongly recommended. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Students interested in an individual major in Italian culture are referred to the section in the Catalog where the program is described. They should consult with the director of the Italian Culture program. Note that 211, 212, 214 and 245 count toward the major.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

Mathematics

Professor:
Wilcox

Associate Professor:
Stehney (Chairman), Shuchat, Shultz, Prichett[3]

Assistant Professor:
Sontag, Wang•, Beers•, Magid, Wolitzer, Hirschhorn, Klein•, Criscenti[3]

Assistant Professor of Computer Science and Mathematics:
Roberts

Instructor:
Cook, Edwards, Shull

Lecturer:
Campbell[3], Trubek[3]

Most courses meet for two periods weekly with a third period every other week.

100 (1) (2) Introduction to Mathematical Thought
1
Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected.
Not open to students who have taken 115, 150, or the equivalent.

The Staff

102 (1) (2) Applications of Mathematics without Calculus
1
Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected.
Open to all students.

The Staff

103 (1) Review of Algebra with an Introduction to Calculus I
1
This course is open to students who lack the necessary preparation for 115. Mathematics 103 together with 104 provides the equivalent of 115 plus a review of algebra, trigonometry and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills and an introduction to calculus. Does not count toward the Group C distribution requirement.
Open by permission of the department.

Mr. Prichett

104 (2) Review of Algebra with an Introduction to Calculus II
1
This course is a continuation of 103 and includes further topics in pre-calculus and calculus. A student who completes 104 will be prepared to enter 116.
Prerequisite: 103.

Ms. Campbell

115 (1) (2) Calculus I
1
Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, and linear approximation.
Open to all students who have not taken an equivalent course.

The Staff

116 (1) (2) Calculus II
1
Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions. Further integration techniques. Volumes of revolution. Sequences and series. L'Hospital's Rule and Improper Integrals.
Prerequisite: 104 or 115, or the equivalent.

The Staff

150 (2) Colloquium
1
For directions for applying see p. 43.
Open by permission to a limited number of freshman and sophomore applicants.

Discovery course in mathematics and its applications.

Mathematical reasoning and its applications. A discussion group in which students discover mathematical structure in several fields, including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, exponential growth, computer programming. Especially appropriate for students with an interest in fields requiring quantitative reasoning but who might otherwise avoid these fields because of the mathematics involved. Two 70-minute meetings and another 1-2 hour meeting weekly. Mandatory credit/noncredit. May not be counted toward the major.
Prerequisite: reasonable knowledge of high school level mathematics. Not open to those who have taken 100 or calculus.

Mr. Shuchat

203 (1) Probability and Elementary Statistics
1
Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.
Prerequisite: 116 or the equivalent.

Mr. Hirschhorn

205 (1) (2) Multivariable Vector Calculus
1
Vectors, matrices, and determinants. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Jacobian matrix, chain rule. Introduction to first-order differential equations.
Prerequisite: same as for 203. Not open to students who have taken [215].

The Staff

206 (1) (2) Linear Algebra
1
Sets, functions, and relations. Algebra of complex numbers. Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems.
Prerequisite: 205 or [215]. Not open to students who have taken [216].

The Staff

209 (1) (2) Methods of Advanced Calculus
1
Inverse and implicit function theorems. Multivariable integral calculus (multiple integrals, line integrals, Green's Theorem, numerical methods). Topics in partial differential equations, including harmonic functions, Fourier series, approximation methods. Applications and computer use throughout.
Prerequisite: 205 or [215].

Ms. Stehney, Ms. Sontag

210 (2) Differential Equations
1
An introductory course in ordinary differential equations.
Prerequisite: same as for 206.

Ms. Trubek

217 (1) Topics in Mathematics and Economics
1
Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability.
Prerequisite: Economics 201 or 202 and Mathematics [201], [215], or 205, or permission of the instructor.

Mr. Shuchat, Mr. Grant

218 (2)* Topics in Applied Mathematics
1
Topic for 1978-79: Mathematical modeling. The course will focus on the process of translating "real world problems" into mathematical form (building a model), analysis of the model, and interpretation of the results. The problems discussed will be chosen from such areas as public planning, demography, economics, energy, ecology, chemistry, physics, and renewable resource management. Each student will develop a model of a significant contemporary problem as part of the course. Calculus and linear algebra will be used throughout; probability, differential equations, and computer usage will be introduced as needed.
Prerequisite: [201], [215], or 205.

Not offered in 1980-81.

249 (2) Selected Topics
1
Topic for 1980-81: Curves and surfaces—an introduction to differential geometry. Frenet-Serret formulas; curvature of curves and surfaces; second fundamental form; equations of Gauss, Coduzzi and Weingarten; geodesics and surfaces of constant curvature.
Prerequisite: 205, [215], or permission of the instructor.

Mr. Magid

302 (1) Elements of Analysis I
1
Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, interchange of limit operations as time permits.
Prerequisite: [216] or 206.

Mr. Shuchat

303 (2) Elements of Analysis II
1
Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds.
Prerequisite: 302.

Mr. Shultz

305 (1) Modern Algebraic Theory I
1
Introduction to groups, rings, integral domains, and fields.
Prerequisite: 206 or [216].

Mr. Wilcox

306 (2) Modern Algebraic Theory II
1
Topics chosen from the theory of abstract vector spaces, Galois theory, field theory.
Prerequisite: 305.

Mr. Shull

307 (1)* Topology
1
Introduction to point set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds.
Prerequisite: 302.

Mr. Wolitzer

309 (1)* Foundations of Mathematics
1
An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice.
Prerequisite: 302 or 305.

Not offered in 1980-81.

310 (2) Functions of a Complex Variable
1
Elementary complex functions and their mapping properties; integration theory; series expansions of analytic functions.
Prerequisite: [216] or 209, and 302.

Mr. Magid

349 (2) Selected Topics
1
Normally a different topic each year.

Not offered in 1980-81.

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates who choose to do honors research. See Directions for Election.

Placement in Courses and Exemption Examination

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 116; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 205.

Examinations for exemption from one or two courses in mathematics to satisfy partially the College requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 115 and 116. If students pass both 115 and 116 examinations, they will receive exemption from two units in mathematics; if they should pass the 115 examination only, they will receive exemption from one unit in mathematics. Exemption examinations are not offered for other courses.

Directions for Election

A major in mathematics must include 205 or [215], 206 or [216], 209 or [216], 302, 305, and either 303 or 310. Students expecting to major in mathematics should complete 206 or [216] before the junior year. It is desirable to take 303 in the same year as 302 and 306 in the same year as 305. In order to take 310, a student must first complete 209 or [216] as well as 302.

For the Classes of 1981 and 1982, units of AP credit and courses 100, [101], 102, 103, and 150 may not be counted toward the minimum of eight units in the major.

For the Class of 1983 and subsequent classes, the major must include 115, 116 (or the equivalent) and seven units of Grade II and III courses.

Students expecting to do graduate work in mathematics should elect 303, 306, 310 and another Grade III course. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Majors who may be practice teaching in their senior year should elect 302 and 303 or 310 not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department. Note that 303 was formerly called 302 (2) and 306 was formerly 305 (2).

All candidates for honors will be required to complete two of the following three courses: 303, 306, and 310. The department offers the following options for earning honors in the major field: (1) completion of 303, 306, 310 and one additional Grade III course, and two written comprehensive examinations; (2) two semesters of thesis work (370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs.

Music

Professor:
Herrmann, Jander (Chairman)

Associate Professor:
Barry•

Assistant Professor:
Proctor, Ladewig, Adams[3], Brody

Lecturer:
Fisk[3], Tolkoff[3], Davis[3]

Instructor in Performing Music:
Taylor (organ), Pappoutsakis (harp), Preble (flute), O'Donnell (voice), Plaster (bassoon and Assistant in Chamber Music Society), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Moran (French horn), Linfield (recorder and Assistant in the Collegium Musicum), Cirillo (violin and Director of Chamber Music Society), Arnold (guitar), Fisk (piano), Moerschel (cello), Cleverdon (harpsichord), Pearson (oboe), Krueger (flute), Reid (trumpet), Shapiro (piano and Director of Performance Workshop), Tolkoff (Assistant in Chamber Music), Walant (trombone), Stillman (Assistant in the Collegium Musicum), Wurtzler (double bass), Vaverka (clarinet), Barnes (viola)

99 (1-2) Performing Music
Noncredit
One half-hour private lesson per week. Students may register for hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 344.
Open by interview with the performing music faculty member(s) concerned. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a co-requisite to Music 99 is Music 111. Such students must pass the basic skills test before continuing with their second semester of study.

The Staff

100 (1) (2) Style in Music
1
A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Moussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.
Open to sophomores, juniors, and seniors who have not taken more than one unit in music, and to freshmen with permission of the chairman.

Mr. Herrmann, Mr. Ladewig

104 (2)* American Music
1
Normally a different topic each year. Not to be counted toward the major in music. Normally alternates with 105 and 106.
Open to all students.

Not offered in 1980-81.

105 (2)* An Introduction to World Music
1
Normally a different topic each year. Not to be counted toward the major in music. Normally alternates with 104 and 106.
Open to all students.

Not offered in 1980-81.

106 (2)* Afro-American Music
1
A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music. Normally alternates with 104 and 105.
Open to all students.

111 (1) (2) The Language of Music
1
Instruction in simple musical skills, such as the reading and writing of notation, in a context that encourages students to discover for themselves the ideas underlying musical perception, systems of notation, and the elements of composition. Consideration of new ways of hearing and thinking about music. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory.
Open to all students.

Mr. Brody, Mrs. Proctor

115 (1) Musicianship
1
Cultivation of the ability to see and hear what is in a musical score through practice in reading, ear-training, and keyboard skills. Students develop a working understanding of tonality through writing melodies, and through reading and experiencing tonal works. Normally followed by 202. Two class meetings and one 60-minute laboratory.
Open to all students who have passed the basic skills test.

Mr. Fisk

200 (1-2) Design in Music
1 or 2
A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. One unit of credit may be given for the first semester. Three periods.
Prerequisite: 202.

Mr. Jander

202 (2) Harmony I
1
A continuation of 115. Further development of reading and listening skills. Figured bass: harmonic writing, analysis, and keyboard realization. The study of classical tonal relationships. One lecture, two section meetings, and one 60-minute laboratory.
Prerequisite: 115 or [102].

Mr. Brody

204 (1)* Counterpoint I
1
Writing and analysis of 16th-century modal counterpoint. A practical study based on the vocal music of the period. Offered in alternation with 304.
Open to students who have taken, or exempted, 115 or [102].

Not offered in 1980-81.

208 (2)* The Baroque Era
1
Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music. Normally alternates with 209, 210, and 214.
Prerequisite: 100, 115, or [102].

Not offered in 1980-81.

209 (1)* The Classical Era
1
Topic for 1980-81: The classical symphony. A study of selected symphonies of Mozart, Haydn, and Beethoven including Mozart's No. 38 ("Prague"), No. 40 (G-minor), and No. 41 ("Jupiter"); Haydn's No. 92 ("Oxford") and No. 104 ("London"); and Beethoven's No. 3 ("Eroica"), No. 5 (C-minor), No. 6 ("Pastoral"), and No. 9 ("Choral"). Not to be counted toward the major in music. Normally alternates with 208, 210, and 214.
Prerequisite: same as for 208.

Mr. Adams

210 (2)* The Romantic Era
1
Topic for 1980-81: The rise of German romanticism—music in Leipzig and Dresden during the second quarter of the 19th century. A study of selected orchestral and dramatic works of Mendelssohn, Schumann, and Wagner including Mendelssohn's Overture to *Midsummer Night's Dream*, Symphony No. 3 ("Scotch"), and Symphony No. 4 ("Italian"); Schumann's Symphony No. 1 ("Spring"), Symphony No. 2 (C-major), and *Scenes from Goethe's "Faust"*; and Wagner's *Tannhäuser* and *Lohengrin*. Not to be counted toward the major in music. Normally alternates with 208, 209, and 214.
Prerequisite: same as for 208.

Mr. Adams

211 (2) Instrumental Music
1
Normally a different topic each year. Not to be counted toward the major in music.
Prerequisite: same as for 208.

Not offered in 1980-81.

214 (2)* The Twentieth Century
1
An introduction to contemporary music. Not to be counted toward the major in music. Normally alternates with 208, 209, and 210.
Prerequisite: same as for 208.

Not offered in 1980-81.

215 (1) Vocal Music
1
Normally a different topic each year. Not to be counted toward the major in music.
Prerequisite: same as for 208.

Not offered in 1980-81.

240 (2) Proseminar in Performance
1
Studies in performance and interpretation. Exploration of available repertory, editorial problems, and questions of performance practice in several historical periods through the performance and analysis of a few representative works. The study of a common repertory, shared by the entire class, will be supplemented by individual projects relating directly to the student's own performance interests and needs. Limited enrollment. Open by consultation and informal audition with the instructor.
Prerequisite: 202.

Not offered in 1980-81.

251 (2)* Music in the Middle Ages
1
A survey of music in medieval society: Christian chant and its offshoots; liturgical drama; liturgical music at Notre Dame and elsewhere; the rise of secular lyric song; instrumental and dance music.
Prerequisite: 200 (1).

Not offered in 1980-81.

252 (2)* Music in the Renaissance
1
Music at the courts and cathedrals of France, Italy, England, and Flanders during the 15th and 16th centuries. A study of the Masses, motets, madrigals, chansons, and instrumental works of composers from Dunstable and Dufay to Byrd and Gabrieli.
Prerequisite: same as for 251.

Mr. Ladewig

302 (1) Harmony II
1
The harmonization of melodies. Improvisation and elaboration of typical harmonic phrases. A continuation of figured bass studies with emphasis on keyboard realization. Further study in the structure of classical tonality. Two class meetings and one 60-minute laboratory.
Prerequisite: 202.

Mrs. Proctor

303 (1) The Middle Ages and the Renaissance
1
Normally a different topic each year.
Prerequisite: 200.

Not offered in 1980-81.

304 (2)* Counterpoint II
1
A study of tonal counterpoint through written exercises based on examples from the works of J. S. Bach. Additional study will be devoted to developing an understanding of the role of counterpoint in classical tonal composition. Offered in alternation with 204.
Prerequisite: 302.

Mr. Brody

306 (2) Tonal Analysis
1
The normal continuation of 302. A study of the tonal forms of the 18th and 19th centuries. Analysis emphasizing musical form as a process in time and tonality. Three class meetings and one 60-minute laboratory.
Prerequisite: 302.

Mrs. Proctor

307 (1)* The Opera
1
A study of operatic forms, styles, and traditions from the time of Mozart to the present.
Prerequisite: 200 or, with permission of the instructor, two Grade II units in the literature of music.

Not offered in 1980-81.

308 (2) Choral and Orchestral Conducting
1
A practical exposure to techniques for conducting music from the Renaissance to the present, emphasizing interpretation. In addition to conducting and criticizing each other, students will intensively study a limited number of choral and orchestral works which they will rehearse with the Wellesley College Madrigal Singers and the Wellesley Chamber Orchestra in lieu of a final examination. Required reading will include commentaries on interpretation and orchestration by Berlioz, Wagner, Rimski-Korsakov, Strauss, Weingartner, Scherchen, Furtwängler, Walter, Koussevitsky, and Bernstein. At a weekly master class, professional musicians will share their expertise regarding such matters as proper vocal production for the solution of specific choral problems, the nature of difficulties idiomatic to particular instruments, and the effect of different bowings on a musical passage. Two class meetings and one 60-minute master class.
Prerequisite: 200, 302, and 306 (which may be taken concurrently), or permission of the instructor.

Mr. Adams

313 (1)* Twentieth-Century Analysis and Composition
1
A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Techniques will be reinforced by the composition of solo and small ensemble pieces, vocal and instrumental. Offered in alternation with 314.
Prerequisite: same as for 204.

Mrs. Proctor

314 (2)* Tonal Composition
1
A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.
Prerequisite: same as for 304.

Not offered in 1980-81.

319 (2)* Seminar. The Nineteenth Century
1
Topic for 1980-81: The art song of the Romantic Era, with emphasis on Lieder of Schubert, Schumann, and Wolf. All of the course repertory will be performed by the students.
Open to students who have taken 200 and who have taken or are taking 306.

Mr. Jander

320 (1)* Seminar. The Twentieth Century
1
Normally a different topic each year.
Prerequisite: same as for 303.

Not offered in 1980-81.

321 (1)* Seminar. The Age of Bach and Handel
1
Topic for 1980-81: J. S. Bach. A study of representative vocal works to demonstrate the universality and extraordinary variety of Bach's style. The Lutheran church cantata, foundation stone of all of Bach's vocal music; Bach as musical dramatist (the *St. John Passion*); settings of the Latin liturgy (*Magnificat*, B Minor Mass). The final third of the course will be devoted to an intensive study of the B Minor Mass, considered as a summary of the vocal and instrumental practices of the Baroque era.
Prerequisite: 200 and 306.

Mr. Herrmann

322 (1)* Seminar. The Classical Era
1
Topic for 1980-81: Beethoven. Free form and fantasy. Pieces for study, mainly from the late quartet and piano music, will be selected for their rhapsodic and improvisational character and unconventional formal patterns.
Prerequisite: same as for 321.

Mrs. Proctor

323 (2)* Seminar. Selected Topics
1
The topic to be decided by advance consultation between the instructor and the students.
Prerequisite: same as for 319.

Not offered in 1980-81.

344 (1) (2) Performing Music—A Special Program
1 or 2
Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus required biweekly performance workshop. Music 344 is a special program whereby students receive academic credit for work done in performing music at Wellesley College. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

The Staff

350 (1) (2) Research or Individual Study
1 or 2
Directed study in analysis, composition, orchestration, or the history of music.
Open to qualified juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates who choose to do honors research, or an honors project in composition or in performance. See Directions for Election.

Directions for Election

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work in courses designed for the music major. Two of these units must be in music literature; at least one of the literature units must be Grade III work. Students who major in music are encouraged to explore their special areas of interest: composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in 115, 202, 302, or 306.

The department offers a choice of three programs for Honors, all entitled 370. Under Program I (two to four units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequsite for this program: 204, 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Prerequisites for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

In addition to a number of modern instruments, the music department owns an unusually fine collection of early instruments, largely reproductions, available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe.

Performance Workshop

A biweekly performance workshop, directed by a member of the performing music faculty, gives performing music students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments concerning performance. Required for 344 students, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, and classical guitar.

Information concerning interviews, auditions, and course requirements for performing music study is given above under the course listings for Music 99 and 344. Interviews for Music 99 are ordinarily given at the start of the first semester only; the basic skills test is given before the beginning of both semesters.

There is no charge for performing music instruction to students enrolled in Music 344. All other students who contract for performing music instruction are charged $280 for one lesson per week throughout the year. An additional fee of $25 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is $35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the Department of Music.

Arrangements for lessons in performing music are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

Performing Organizations

The following six organizations are a vital extension of the academic program of the Wellesley music department.

The Wellesley College Choir
The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

The Wellesley Madrigal Singers
The Madrigal Singers are a chamber chorus of about 25 mixed voices. The organization elects its own student director.

The Collegium Musicum
The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instruction as well.

The Chamber Music Society
The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

The Wellesley College Chamber Orchestra
The Wellesley College Chamber Orchestra is a student-directed organization consisting of approximately 30 members. Its concerts include works from several periods for small orchestra, with possibilities for solo performance.

The MIT Orchestra
Through the Wellesley-MIT cross-registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Philosophy

Professor:
Stadler, Putnam (Chairman), Chaplin, Congleton

Visiting Professor:
MacIntyre, *Henry R. Luce Visiting Professor*

Associate Professor:
Menkiti

Assistant Professor:
L. Janik•[1], Flanagan•, Winkler

Visiting Assistant Professor:
A. Janik[3]

101 (1) (2) Plato's Dialogues As an Introduction to Philosophy
1
An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern. Some consideration will be given to Aristotle.
Open to all students.

Ms. Congleton, Mr. Winkler, Mrs. Chaplin, Mr. A. Janik

102 (1) Education in Philosophical Perspective
1
For description and prerequisite see Education 102.

106 (1) (2) Introduction to Moral Philosophy
1
An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.
Open to all students.

Mrs. Putnam, Mr. Winkler, Mr. A. Janik

119 (2)* History of Science: Scientific Ideas and World Views
1
For description and prerequisite see Extradepartmental 119.

150 (1) Colloquium
1
For directions for applying see p. 43.
Open by permission to a limited number of freshman and sophomore applicants.

Darwin, Marx, and Freud: pioneers of modern thought

An introduction to the thought of three 19th-century thinkers who have provided the historical framework for the contemporary period. Emphasis will be placed on their interpretations of human nature and history. A specific interest of this colloquium will be the psychological process of discovery, the origins of new ideas, and the process of social acceptance and assimilation of ideas which may appear to threaten the intellectual establishment.

Not offered in 1980-81.

Mrs. Chaplin

200 (1) (2) Modern Sources of Contemporary Philosophy
1
A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms, and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.
Open to all students except freshmen in the first semester.

Mr. Winkler, Ms. Congleton

202 (2)* !ntroduction to African Philosophy
1
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.
Prerequisite: same as for 203.

Mr. Menkiti

203 (1) Philosophy of Art
1
An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.
Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

205 (1) Nature and Convention
1
How much of our life depends on social convention? Are judgments of true and false, good and bad, right and wrong possible in a context of cultural relativity? Readings will include selections from the debates about nature and convention in ancient Greek philosophy and from the works of the 20th-century philosopher Ludwig Wittgenstein.
Open to sophomores, juniors, and seniors without prerequisite.

Ms. Congleton

206 (1) Selected Problems in Moral Philosophy
1
A detailed and systematic exploration of the two premier concepts of moral philosophy: justice and responsibility. Topics covered include distributive and compensatory justice, Kant and the idea of legal justice, the Rawlsian position on the original contract, obligations to future generations, and criminal responsibility and the mentally ill.
Prerequisite: same as for 203, but especially recommended for those who have taken 106.

Mr. Menkiti

211 (2) Philosophy of Religion
1
An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.
Prerequisite: same as for 203.

Mr. Menkiti

215 (1) Philosophy of Mind
1
An investigation of selected problems in the fields of theory of knowledge and philosophy of mind. Topics for discussion will include: behaviorism and its critics; our knowledge of our own minds and of others; human and nonhuman intelligence; intention and volition; skepticism, verification and belief; the scope and limits of human knowledge.
Open to sophomores, juniors, and seniors.

Not offered in 1980-81.

Offered in 1981-82.

216 (1) (2) Logic
1
An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.
Open to sophomores, juniors, and seniors. Not recommended for freshmen.

Mrs. Putnam, Mr. Winkler

217 (2) Philosophy of Science
1
A course for both science and nonscience majors to increase understanding and appreciation of scientific knowledge and the methods of scientists. An examination of concepts which philosophers of science have found to be particularly interesting, e.g., explanation, law, theory construction, experiment and observation, truth. Examples from the history of science and contemporary science, drawn from both the "hard" and the "soft" sciences.
Prerequisite: same as for 203.

Mr. Winkler

220 (1) Topics in Early Modern Philosophy
1
In-depth study of either a major theme or a small group of related figures in the philosophy of the 16th to 18th centuries. Topics will change from year to year in order eventually to cover the whole range of philosophy in the period. Topic for 1980-81: Philosophy and the Scientific Revolution. Investigation of the relationship between philosophy and the sciences in early modern Europe: the impact of philosophers' theories about knowledge and reality, and the impact of philosophical beliefs on the methods and underlying assumptions of practicing scientists. Readings from Galileo, Bacon, Newton, Leibniz.
Prerequisite: 200 or other previous study of Descartes and Hume accepted as equivalent by the instructor.

Mrs. Chaplin

221 (2) History of Modern Philosophy in the Nineteenth Century
1
A study of the Post-Enlightenment philosophy, concentrating on the German tradition. Selected texts from Hegel, Dilthey, Schopenhauer, and Nietzsche will illustrate the themes of reason, history, and human nature. Some attention will also be given to the thought of John Stuart Mill and Auguste Comte.
Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Janik

222 (2) American Philosophy
1
The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers.
Prerequisite: 200 or by permission of the instructor.

Mrs. Putnam

223 (2) Phenomenology and Existentialism
1
Central themes in contemporary European philosophy with special emphasis on the contributions of Sören Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre.
Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Stadler

226 (1) History of Science: Historical Foundations of Twentieth-Century Science
1
For description and prerequisite see Extradepartmental 226.

234 (2) Philosophy of History
1
An introduction both to speculative and analytical philosophy of history. The course will first study some attempts at demonstrating the existence of patterns or general laws in the human past, then examine the main problems engendered in the process of translating historical events into written form, in particular the nature of historical explanation and the possibility of historical objectivity.
Prerequisite: same as for 203.

Mrs. Janik

249 (1) Medical Ethics
1
A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia.
Prerequisite: same as for 203.

Mr. Menkiti

271 (1) Action, Interpretation and Narrative
1
For description and prerequisite see Extradepartmental 271.

272 (2) Moral Theory and Moral Change
1
For description and prerequisite see Extradepartmental 272.

302 (1) Kant
1
Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy.
Prerequisite: 200.

Mrs. Stadler

304 (2) The Theory and Practice of Metaphor
1
A "discovery course," tracing the function of metaphor in literature, the sciences, and human creativity in general. Theoretical analysis of metaphorical thinking as well as studies of the role of some specific metaphors in past and present will be included.
Prerequisite: one Grade II course, preferably 200, or permission of the instructor.

Mrs. L. Janik

311 (1)* Plato
1
Two issues in Platonic philosophy will be emphasized. The so-called "Socratic paradox" which holds that no one knowingly does evil and the theory of "forms" or "Platonic ideas." Offered in alternation with 312.
Prerequisite: 101 or Greek 201.

Ms. Congleton

312 (1)* Aristotle
1
Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311.
Prerequisite: 101 or Greek 201.

Not offered in 1980-81.

Mrs. L. Janik

320 (2) Seminar
1
Topic for 1979-80: Intensive studies of the thought of Friedrich Nietzsche and Martin Heidegger, based mainly on Nietzsche's "Will to Power" and Heidegger's late essays. The seminar's ever present question is, of course: Does philosophy as we know it end with Nietzsche and Heidegger, or do they point, each in his own way, towards a fresh beginning of one of philosophy's truly new epochs?
Open by permission of the instructor.

Not offered in 1980-81.

326 (2) Philosophy of Law
1
A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.
Open to qualified juniors and seniors, or by permission of the instructor.

Mr. Menkiti

327 (2) Seminar. Ideas of Progress
1
The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Offered jointly with MIT 21.367.
Open to juniors and seniors by permission of the instructor.

Mrs. Stadler, Mr. Kibel (MIT)

328 (2) Problems in Twentieth-Century Art and Philosophy
1
Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. Offered jointly with MIT 21.980.
Open by permission of the instructor.

Mrs. Stadler, Mr. Ablow (Boston University)

335 (2) Theory of Meaning
1
A study of some contemporary discussions of what it might mean to say language has "meaning" in addition to grammatical structure. Theories to be discussed include the reference theories of such philosophers as Gottlob Frege, Bertrand Russell, Hilary Putnam, and Saul Kripke, and the transformational theories of Noam Chomsky and the interpretive and generative semanticists.
Prerequisite: 216 or equivalent study of logic.

Ms. Congleton

336 (1) Contemporary Analytic Philosophy
1
A study of contemporary philosophy in the English-speaking world. Points of contact with the philosophical tradition and philosophy on the European continent will be emphasized. Among the topics: language and the world, philosophical method, moral psychology, the self, skepticism, relativism.
Prerequisite: 200.

Mr. Winkler

338 (1)* Equality
1
A systematic philosophical examination of an ambiguous social ideal. Critique of traditional attempts to distinguish legal, political, and economic equality. Clarification of new questions raised by current controversies regarding racial and sexual equality as well as by the notion of equality of opportunity. The seminar is intended to elucidate the concept(s) of equality; to subject arguments for and against it to critical scrutiny, and to reveal how equality relates to other moral and social ideals.
Prerequisite: at least one course in moral or social philosophy or in political theory, or consent of the instructor.

Not offered in 1980-81.

Mrs. Putnam

341 (1) Epistemological Crises
1
For description and prerequisite see Extradepartmental 341.

342 (2) Seminar. Moral and Political Philosophy and the Emergence of Modernity
1
For description and prerequisite see Extradepartmental 342.

345 (2) Philosophy and the Human Sciences
1
A critical study of some major philosophical issues raised by the advent of sociobiology, psychology, and anthropology as sciences. Issues to be addressed are: Are there any essential differences between the human and the natural sciences? Can the human sciences give objective value-free knowledge? To what extent do the human sciences conceal political ideologies? What are the implications of the human sciences for our conceptions of human nature, values, and culture? Case studies include Freud's *psychoanalysis* and Wilson's *sociobiology*.
Open by permission of the instructor.

Not offered in 1980-81.

Mr. Flanagan

Offered in 1981-82.

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates. For alternate honors programs see Directions for Election.

Directions for Election

Beginning with the Class of 1982, philosophy majors are expected to elect at least two courses from each of the following three areas:

A. (Historical): 101, 202, 205, 220, 221, 222, 223, 302, 311, 312
B. (Value Theory): 106, 202, 203, 206, 211, 249, 326, 328, 338
C. (Metaphysics and Theory of Knowledge): 202, 205, 215, 216, 217, 234, 304, 327, 335, 336, 345

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

Physical Education and Athletics

Professor:
Vaughan (Chairman)

Associate Professor:
Batchelder•

Assistant Professor:
Bauman, Cochran, Gibbs, Temin[3]

Instructor:
Hughes, Magraw, Rappoli, Dean[3], Hansa[3], Katz[3], Samelson[3], Town[3], Diekema, Cooper

121 (1-2) Physical Education Activities
The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points within the first two years. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each season, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1980-81 in very general terms follows.

235 (1) Looking at Ballet
1
For description and prerequisite see Theatre Studies 235.

Not offered in 1980-81.

236 (2) Looking at Modern Dance
1
For description and prerequisite see Theatre Studies 236.

(1)
Scheduled throughout the first semester

Advanced Life Saving and Aquatic Safety
Ballet
First Aid
Horseback Riding
Jazz
Modern Dance
Self Defense
Swimming
Yoga

Season 1. Scheduled in first half of first semester
Aerobic Running I
Canoeing
Crew
Cycling
Flag Football-Speedball
Golf
Individual Exercise Activities
Jazz
Mask, Fin and Snorkel
Sailing
Soccer
Swimming
Tennis
Volleyball
Yoga

Season 2. Scheduled in second half of first semester
Aerobic Running I
Badminton
CPR
Fencing
First Aid
Folk Dance
Individual Exercise Activities
Jazz
Orienteering
Recreational Games
Soccer: Indoors
Squash
Swimming
Table Tennis
Volleyball
Yoga

(2)
Scheduled throughout the second semester

Advanced Life Saving and Aquatic Safety
Aerobic Running II
Ballet
Jazz
Modern Dance
Self Defense
Swimming
WSI
Yoga

Season 3. Scheduled in first half of second semester
Badminton
Cross-Country Skiing
CPR
Downhill Skiing
Fencing
First Aid
Horseback Riding
Individual Exercise Activities
Jazz
Lacrosse: Skills and Conditioning
Mask, Fin and Snorkel
Soccer: Indoors
Squash
Swimming
Table Tennis
Yoga

Season 4. Scheduled in second half of second semester
Aerobic Running I
Canoeing
CPR
Crew
Cycling
First Aid
Folk Dance
Golf
Horseback Riding
Individual Exercise Activities
Jazz
Sailing
Soccer
Softball
Squash
Swimming
Tennis
Volleyball
Yoga

Intercollegiate Program
There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:
Basketball
Crew
Fencing
Field Hockey
Lacrosse
Soccer
Squash
Swimming and Diving
Tennis
Volleyball

Directions for Election

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with permission of the department.

Physics

Professor:
Fleming (Chairman), Brown•

Assistant Professor:
Ducas•, Doyle[3]

Instructor:
Roberts[3], Marshall, Snyder

Laboratory Instructor:
Benson[3]

All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

101 (2)* Physics in Perspective
1
A qualitative overview of the evolution of physics, from classical to modern concepts. An introduction to the methodology and language of physics. Laboratory in alternate weeks. Not to be counted toward minimum major, or to fulfill entrance requirement for medical school.
Open to all students.

102 (2) Physics of Perception and Aesthetics
1
Consideration of selected aspects of physics and their relation to other fields such as art, music, and/or psychology. Topic for 1980-81: To be announced. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students.

103 (2) Contemporary Problems in Physics
1
Consideration of selected aspects of physics and physical concepts in their relationship to contemporary societal problems. Topic for 1981-82: Physics of whales and porpoises. Various aspects of these unusual mammals will be explored and viewed in the light of the physical principles they embody. Areas covered include: diving, acoustics, and movement through fluids. Each student will write a final paper on a particular topic. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students.

Not offered in 1980-81.

Mr. Ducas

104 (1) Basic Concepts in Physics
1
Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Laboratory appointments and discussion meetings in alternate weeks. Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.
Prerequisite or corequisite: Mathematics 115.

Sr. Doyle, Ms. Marshall

105 (1) General Physics I
1
Elementary mechanics and applications to gravitation and planetary motions; introduction to wave phenomena; a special topic of classical physics, such as thermodynamics; fluids. Discussion meetings in alternate weeks. Open to students who offer physics for admission and are not eligible for 110.
Prerequisite or corequisite: Mathematics 115.

Mr. Roberts

106 (2) General Physics II
1
Electricity and magnetism; wave phenomena and optics. Discussion meetings in alternate weeks.
Prerequisite: 104 or 105 and Mathematics 115, or permission to students who offer physics for admission.

Mr. Roberts, Ms. Marshall

110 (1) Advanced General Physics
1
An intensive course which includes forces on particles in gravitational, electric, and magnetic fields; rotational motion; wave motion; simple circuits. A student who successfully completes 110 is eligible for Grade II work in physics. Discussion meetings in alternate weeks.
Open to students who offer physics for admission and have completed Mathematics 115.

Miss Fleming

201 (2) Electricity and Magnetism
1
Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.
Prerequisite: 106 or 110, and Mathematics 116.

Miss Fleming

202 (1) Optical Physics
1
Wave theory as applied to optical phenomena. Interference, diffraction, coherence, polarization, dispersion, resolution. Introduction to modern optics including lasers and holography.
Prerequisite: same as for 201.

204 (2) Modern Physics
1
Basic principles of relativity and quantum theory, and of atomic and nuclear structure.
Prerequisite: 106 or 110, and Mathematics 115.

Sr. Doyle

216 (2) Mathematics for the Physical Sciences
1
For description and prerequisite see Extradepartmental 216.

222 (1) Medical Physics
1
Biological applications of physics. Such areas as mechanics, electricity and magnetism, and thermodynamics will be investigated. No laboratory.
Prerequisite: 106 or 110, and Mathematics 115, or permission of the instructor.

Not offered in 1980-81.

249 (1)* Selected Topics
1
Topics selected from areas not covered in the general physics courses. Normally a different topic each year. No laboratory.
Prerequisite: 106 or 110 and 216 or Mathematics 116 or the equivalent, or permission of the instructor.

Not offered in 1980-81.

305 (2)* Thermodynamics
1
The laws of thermodynamics; kinetic theory of gases; statistical mechanics.
Prerequisite: 106 or 110, and one Grade II course; 216 or Mathematics 205 or [201] or [215].

Ms. Marshall

306 (1) Mechanics
1
A vector analytical presentation of Newtonian mechanics with emphasis on central fields, rotational motion, and small vibrations; Lagrange's equations.
Prerequisite: 201 or 202; 216; or permission of the instructor.

Ms. Marshall

314 (2) Electromagnetic Theory
1
Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.
Prerequisite: 201 and 306, and 216 or Mathematics 205 or [215].

321 (1) Quantum Mechanics
1
Introduction to quantum physics: the classical limit, crucial experiments, basic concepts, solutions to the Schrodinger equation; operator formalism and matrix mechanics; the hydrogen atom; a special topic—such as perturbation theory—if time permits.
Prerequisite: 204 or [200] and Mathematics 210; 306 or 314 are strongly recommended.

349 (2)* Selected Topics
1
Advanced topics of mutual interest to faculty and students. Examples: random signals and noise; atomic and molecular physics; solid state; laser physics; astrophysics. Students will report on topics of special interest.
Prerequisite: 321 or special permission.

Not offered in 1980-81.

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1·2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Credit will be given for only one of the following courses: 104, 105, 110.

A major in physics should ordinarily include 201, 202, 204 or [200], 306, 314, and 321. Extradepartmental 216 or Mathematics 209, or [216] is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

Political Science

Professor:
Evans, Miller, Schechter (Chairman), Stettner

Visiting Professor:
Ronen[3]
Barnette Miller Visiting Professor

Associate Professor:
Just•, Auspitz

Assistant Professor:
Grindle•, Paarlberg, Sheppard[3], Krieger, Sanchez-Jankowski, Saivetz[3]

Instructor:
Joseph, Lewis

Lecturer:
Wasserspring[3]

101 (1) (2) Introduction to Politics
1
Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems of leadership, economic development, social and racial inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Rousseau, Madison, Mill, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science.
Open to all students.

The Staff

Comparative Politics

204 (1) Political Economy of Development and Underdevelopment
1
An analysis of the national and international context of political and economic problems in Third World countries, with special consideration of major explanations of development and underdevelopment. Topics discussed include colonialism, industrialization, rural development, and economic dependency; constraints of political and economic structures on national decision-making; and the potential for change. The course will include case studies of specific political systems.
Prerequisite: one unit in political science, economics, or European history; open to juniors and seniors without prerequisite.

Mr. Joseph

205 (1) Politics of Western Europe
1
A comparative study of democratic politics in Western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.
Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.

Mr. Krieger

207 (2) Politics of Latin America
1
An analysis of political and economic problems of Latin America, including alternative explanations of development and underdevelopment in the region. The course will focus on major national problems such as urbanization, rural development and agrarian reform, economic dependency, industrialization and redistribution and explore the political consequences of public policies formulated to deal with these issues. Special consideration given to the political systems of Mexico, Brazil, Peru, Argentina, and Chile.
Prerequisite: one unit in political science; by permission to other qualified students.

Ms. Wasserspring

209 (2) African Politics
1
An examination of the politics of Africa, with special emphasis on relations among African countries and between Africa and the rest of the world. Attention will be paid to the problems of decolonization, national integration, and to the crisis in southern Africa.
Prerequisite: one unit in political science; by permission to other qualified students.

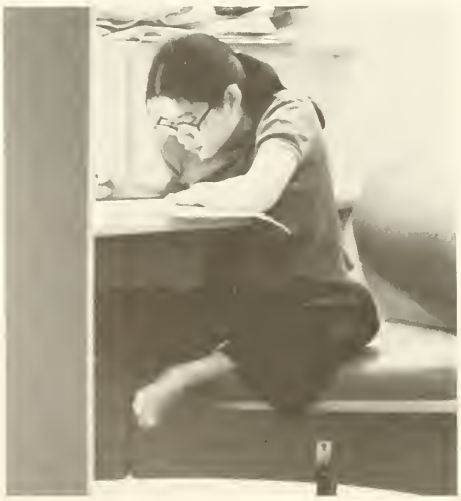
Mr. Ronen

300 (2) Politics of East Asia
1
National and international politics of China and Japan. The People's Republic of China will be considered as an experiment in a radical political ideology and a response to the problems of economic development. Study of Japan will emphasize contemporary voting behavior and bureaucratic politics.
Prerequisite: two units in political science or one unit in Asian history.

Mr. Joseph

301 (1) Politics of the Soviet Union and Eastern Europe
1
Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism-Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe.
Prerequisite: two units in political science or Russian language and/or history.

Ms. Saivetz



303 (2) The Political Economy of the Welfare State
1
A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the inter-war years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and equal employment and educational opportunity.
Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Mr. Krieger

304 (2) Studies in Political Leadership
1
A comparative study of the resources and constraints modern political leaders experience. Conceptual approaches and case studies will be analyzed. Special attention will be given to U.S. presidents and women as political leaders. Individual research and student reports.
Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Miss Miller

305 (1) Seminar
1
Topic for 1980-81: The military in politics. A comparative exploration of the role of the military in the political process. Why and how does the military become involved in politics? What are the consequences of its involvement for the society and for the military as an institution? Special attention to military and civilian elite interaction, causes of military coups, decision-making styles, and policy outcomes in military regimes. Case studies drawn from experiences in the U.S., Western Europe, and the Third World.
Open to juniors and seniors by permission of the instructor.

Ms. Wasserspring

306 (2) Seminar. Revolutions in the Modern World
1
Comparative analysis of the theory and practice of revolutions in the 20th century. The seminar will consider such questions as: Why and when do revolutions occur? Why do some succeed while others fail? Are there different types of revolutions? What are the important qualities of revolutionary leadership? How are people mobilized to join and support a revolutionary movement? Revolutionary writings by Lenin, Mao, Guevera, Debray, and Ho Chi Minh will be studied, along with contemporary social science analyses of the phenomenon of revolutions. Case studies will be drawn from revolutions in Russia, China, Cuba, Vietnam, Chile, and Iran.
Open to juniors and seniors by permission of the instructor.

Mr. Joseph

American Politics

200 (1) (2) American Politics
1
The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics.
Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.

Mr. Schechter, Mr. Sanchez-Jankowski, Mr. Lewis

210 (1) Voters, Parties, and Elections
1
Analysis of political behavior in America. The role of interest groups and public opinion in policy issues. Study of voting decisions, political campaigns, party organization, and the meaning of elections. Special topics include the use of media and technology in campaigns, political alienation, and structural reform.
Prerequisite: two units in political science or American history or sociology, or permission of the instructor.

Mr. Lewis

212 (1) Urban Politics
1
Introduction to contemporary urban problems. Analysis of the various perspectives on the nature of urban and suburban problems and policies. Evaluation of the formation, implementation, and impact of selected urban policies concerning housing, education, race, criminal justice, welfare, finances, transportation. Examination of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict.
Prerequisite: one Grade II unit in American politics, two units in American history, sociology, or economics, or permission of the instructor.

Mr. Sanchez-Jankowski

310 (1) Political Decision-Making in the United States
1
Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions.
Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. Lewis

313 (1) American Presidential Politics
1
Analysis of the central role of the President in American politics, and the development and operation of the institutions of the modern presidency, including the White House staff, the Office of Management and Budget, the Council of Economic Advisors, and the National Security Council. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. Case studies will be drawn from recent administrations.
Prerequisite: 200, or the equivalent, or permission of the instructor.

Mr. Paarlberg

314 (2) Congress and the Legislative Process
1
An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of Congressional power, and will familiarize students with the intricacies of lawmaking.
Prerequisite: 200, or 210, or permission of the instructor.

Mr. Sheppard

315 (2) Public Policy and the Bureaucracy
1
Exploration of the expanding role of the federal bureaucracy. What are the causes of bureaucratic growth? What impact has this had on individuals, on institutions, and on the policy process? Focus on processes of decision-making, problems of implementation, intergovernmental relations, and program evaluation. Examination of specific bureaucratic responsibilities such as budgeting, regulating the private business sector, and the Great Society programs of the 1960s. Case studies of agencies such as the Office of Management and Budget, the Environmental Protection Agency, the Office of Economic Opportunity, and the Occupational Safety and Health Administration.
Prerequisite: 200 or permission of the instructor.

Not offered in 1980-81.

Ms. Grindle

316 (2) Mass Media and Public Opinion
1
Analysis of development and treatment of contemporary political issues in the mass media and the written press. Relevant topics in political behavior will also be explored. How consistent or mutable are popular opinions? How does public opinion influence or constrain democratic leadership? Comparison will be made of the development of issues such as the Vietnam War, school desegregation, national health insurance, and ERA.
Prerequisite: 200, or 210, or permission of the instructor.

Not offered in 1980-81.

317 (2) Seminar
1
Topic for 1980-81: Race and ethnicity in urban politics. Examination of the roles of race and ethnicity in the politics of American cities, with some comparison to Montreal, Mexico City, and other metropolitan areas in the world. At the micro level, attention will be given to the analysis of conventional forms of individual participation (electoral politics, collective action, and lobbying activity) and to the analysis of unconventional forms of participation (protest activity, strikes, riots, and urban terrorism). At the macro level, the focus will be on the ways issues of race and ethnicity influence public policy, with particular regard to the response by urban governments to demands made by members of minority groups.
Open to juniors and seniors by permission of the instructor.

Mr. Sanchez-Jankowski

318 (1) Field Research Seminar in Public Policy
1
A seminar combining student internships in governmental agencies or public interest groups with investigation of a particular area of public policy. Emphasis on such topics as health or welfare policy. Class sessions will explore substance of the policies, and procedures and structures of the different agencies in which interns have been placed.
Open to juniors and seniors by permission of the instructor.

Mr. Sanchez-Jankowski

International Relations

221 (1) (2) World Politics
1
An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.
Prerequisite: one unit in history or political science.

Miss Miller

222 (2) Comparative Foreign Policies
1
An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings.
Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

321 (1) The United States in World Politics
1
An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects.
Prerequisite: one unit in international relations or permission of the instructor.

Miss Miller

323 (1) The Politics of Economic Interdependence
1
A review of political strategies for coping with global economic interdependence. Emphasis on the promise and performance of national, regional, international, and transnational organizations, including multi-national corporations, in response to demands for a new international economic order. Global issues discussed will include food, oil, terms of trade, population, income inequality, and resource depletion.
Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

324 (2) International Security
1
War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfers, arms competition, and arms control.
Prerequisite: same as for 321.

Mr. Paarlberg

325 (2) Seminar
1
Topic for 1980-81: Negotiation and bargaining. An examination of modern diplomacy emphasizing the behavior of states, international organizations, and other actors in a variety of political settings. Case study material will be drawn from the experience of World Wars I and II, Vietnam, and the Middle East. Consideration of the roles of personalities, national styles of statecraft, and domestic constraints in East-West and North-South conflicts. Individual research and student reports on such topics as strategic arms limitation, the Law of the Sea, and the Israeli-Egyptian peace treaty.
Open to juniors and seniors by permission of the instructor.

Miss Miller

326 (2) International Politics in the Middle East
1
A systematic examination of the role of foreign ideas and policies in the emergence of nationalism, nationalist movements and in the contemporary political situation in the Middle East. Topics to be discussed include: self-determination, the state, the policies of major powers; Arab, Jewish, Kurdish and Palestinian nationalist movements; the situation in Iran and Afghanistan; and the Arab-Israeli conflict.
Prerequisite: same as for 321.

Mr. Ronen

Legal Studies

330 (1) (2) Law and the Administration of Justice
1
Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of a legal system, some comparison with Civil Law System. Legal research and moot court practice. Recommended for further work in legal studies.
Prerequisite: two Grade II units in political science or two Grade II units in any combination of Group B disciplines; and by permission of the instructor to sophomores.

Miss Evans

331 (2) International Law
1
The law applicable to the relations of States, international organizations, and individuals in the international community, considering law-making processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice.
Open to students who have taken 330 or two units in international relations, or by permission of the instructor.

Miss Evans

332 (1) The Supreme Court in American Politics
1
Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue.
Prerequisite: two Grade II units in political science, including one in American politics; or 330; or permission of the instructor.

Mr. Schechter

333 (2) Seminar
1
Topic for 1980-81: Law and social change—emerging constitutional rights of women and racial minorities. Analysis of contemporary legal, political, and administrative issues. Focus on the equal protection clause of the Fourteenth Amendment, and statutes such as Title VII of the 1964 Civil Rights Act. The seminar will examine the role of interest groups, political leaders, bureaucrats, and judges in conflicts such as employment discrimination, affirmative action programs, school segregation, housing for the poor and racial minorities, welfare rights.
Prerequisite: 332 or the equivalent and permission of the instructor.

Mr. Schechter

334 (2) The Criminal Justice System
1
An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice.
Prerequisite: 330 or permission of the instructor.

Not offered in 1980-81.

Miss Evans

Political Theory and Methods

240 (1) Classical and Medieval Political Theory
1
Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

241 (2) Modern Political Theory
1
Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

242 (1) Contemporary Political Theory
1
Study of selected 20th century political theories, including Marxism-Leninism, Social Democracy, Fascism, Neo-conservatism. Attention will be paid to theories leading to contemporary approaches to political science, including elite theory, group theory, functionalism, and theories of bureaucracy.
Prerequisite: one unit in political theory; 241 is strongly recommended.

Mr. Krieger

249 (2) Political Science Laboratory
1
The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation; tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.
Prerequisite: one Grade II unit in political science or permission of the instructor.

Not offered in 1980-81.

340 (1)* American Political Thought
1
Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.
Prerequisite: Grade II work in political theory, American politics, or American history, or permission of the instructor.

Mr. Stettner

341 (2) Issues and Concepts in Political Theory
1
Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.
Prerequisite: two Grade II units in political science, philosophy, or intellectual history, or permission of the instructor.

Mrs. Auspitz

342 (1) Marxist Political Theory
1
Study of the fundamental concepts of Marxism as developed by Marx and Engels and explored by later classical Marxist theorists including: Lenin, Stalin, Trotsky, Gramsci, Kautsky, and Luxemburg. Attention will also be paid to the contemporary theoretical controversy surrounding both East European communism and the "Eurocommunism" of France, Italy, and Spain. Concepts to be critically examined include: alienation, the materialist view of history, the bourgeois state, the transition to socialism, the dictatorship of the proletariat, and permanent revolution vs. statism.
Prerequisite: one Grade II unit in political theory or permission of the instructor.

Not offered in 1980-81.

Mr. Krieger

349 (2) Seminar
1
Topic for 1980-81: Political utopias and the state. An examination of "Classic" utopias such as Plato's *Republic*, More's *Utopia*, Harrington's *Oceana*, Butler's *Erewhon*, and works by Fourier, Saint-Simon, and Comte. Conceptions of the state embodied in these works will be counterposed to contemporary pluralist, Weberian, and Marxist theories of the state. Modern anti-utopias, such as Huxley's *Brave New World*, Orwell's *1984*, and Skinner's *Walden Two*, will be considered. Students will be asked to identify the common elements of ideal polities, assess the influence of historical factors upon utopian thought, and distinguish the utopian elements within ostensibly pragmatic theories of the state.
Open to juniors and seniors by permission of the instructor.

Mr. Krieger

350 (1) (2) Research or Individual Study
1 or 2
Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor.
Open to juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 101, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American politics, comparative politics, international relations, legal studies, political theory and methods. All majors are encouraged to take a seminar. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six distribution units must be taken in the Department of Political Science at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.

Psychology

Professor:
Zimmerman, Dickstein, Furumoto

Associate Professor:
Schiavo, Clinchy (Chairman), Finison[3], Mansfield[3]

Assistant Professor:
Rierdan, Koff, Schwartz•, Pillemer, Rohrbaugh[3], Stout, Burrows, Erkut[3], Keane[3]

Instructor:
Solomon

Lecturer:
Stiver[3]

Research Assistant:
Eister

101 (1) (2) Introduction to Psychology
1
Study of selected research problems from areas such as personality development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.
Open to all students.

Miss Zimmerman, Ms. Solomon, Ms. Stout, Ms. Burrows

205 (1) (2) Statistics
1
The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. A considerable part of the course will be devoted to laboratory exercises in and out of class. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion.
Prerequisite: 101.

Mr. Finison, Mr. Dickstein

207 (1) (2) Child Development
1
Behavior and psychological development in infancy and childhood. Theory and research pertaining to personality, social, and cognitive development are examined. Three periods of lecture, discussion, demonstration, and observation of children.
Prerequisite: 101.

Mr. Pillemer, Ms. Mansfield

207R (1) (2) Research Methods in Developmental Psychology
1
An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Not open to students who have taken or are taking 210R or 212R.
Prerequisite: 205 or [201] and 207.

Mr. Pillemer, Mrs. Clinchy

210 (1) (2) Social Psychology
1
The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Three periods of lecture, discussion, and demonstration.
Prerequisite: 101.

Mr. Schiavo, Ms. Solomon

210R (2) Research Methods in Social Psychology
1
An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. Not open to students who have taken or are taking 207R or 212R.
Prerequisite: 205 or [201] and 210.

Mr. Schiavo

211 (1) Group Psychology
1
Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.
Prerequisite: 101.

Mr. Schiavo

212 (1) (2) Personality
1
Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.
Prerequisite: 101.

Ms. Stout, Ms. Burrows, Mr. Keane

212R (1) (2) Research Methods in Personality
1
An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students. Not open to students who have taken or are taking 207R or 210R.
Prerequisite: 205 or [201] and 212.

Mr. Dickstein, Ms. Rierdan, Ms. Stout

213 (1) Introduction to Psychobiology
1
An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. Replaces [245].
Prerequisite: 101, or Biology 111 or [100] or 109.
Cross-listed in Biological Sciences.

Mrs. Koff

214 (2) Research in Psychobiology
1
An introduction to methods, design, and analysis of experiment in psychobiology. Consideration of human and animal experimental methodology. Group and individual student projects, with opportunity for students to design and execute an independent research project.
Prerequisite: 205 or [201] and 213; or [245] or Biology 213; or by permission of the instructor.
Cross-listed in Biological Sciences.

Mrs. Koff

215 (2) Comparative Psychology
1
Study of the behavior of a variety of animal species to provide insight into basic psychological processes and behavior patterns such as learning, cognition, communication, consciousness, courtship, mating behavior, and parenting. Course will include laboratory and field observations.
Prerequisite: 101.

Ms. Furumoto

216 (2) Psycholinguistics
1
Consideration of psychological theories of language, including such topics as origins and evolution of language, animal communication, language acquisition, biological basis of language, and the relation between language and thought.
Prerequisite: 101.

Not offered in 1980-81.

217 (1) Cognitive Processes
1
Examination of basic issues and research in human information processing, including topics from attention and pattern recognition; memory and conceptual processes; judgment, reasoning, and problem-solving.
Prerequisite: 101.

Ms. Mansfield

218 (2) Sensation and Perception
1
Survey of theoretical and experimental approaches to selected topics in sensation and perception, including sensory receptor processes; auditory and visual perceptual phenomena; perceptual learning and adaptation; influence of the social and personal variables.
Prerequisite: 101.

Not offered in 1980-81.

219 (2) Learning
1
Conditioning, verbal learning, and memory will be discussed. There will be an emphasis on in-class exercises demonstrating principles of learning and a consideration of their relevance to everyday learning situations.
Prerequisite: 101.

Ms. Furumoto

220R (1) Research Methods in Experimental Psychology
1
An introduction to research methods employed in experimental psychology including the fields of learning, information processing, animal behavior, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.
Prerequisite: 101 and 205 or [201] (205 may be taken concurrently); and 213 or 215 or 216 or 217 or 218 or 219 or [245].

Ms. Furumoto

300 (1) Seminar. The Psychology of Education
1
Topic for 1980-81: The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics will include changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and between students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single sex vs. coeducational colleges; the ideal college education for women.
Open by permission of the instructor to students who have taken 101.

Miss Zimmerman

301 (2) Seminar. Child Development and Social Policy
1
Topic for 1980-81: An examination of the relevance of psychological theories and research in forming social policy, with particular emphasis on policies affecting children. Consideration of the applicability of developmental research to policy issues such as the content of federal regulations and the construction of social programs serving children and adolescents. Topics include the effects of televised advertising and violence, educational television, day care, juvenile delinquency, and physical and sexual abuse of children. The adequacy of existing strategies for synthesizing psychological research in order to increase its policy relevance will be considered.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 207, and to other qualified students.

Mr. Pillemer

303 (1) The Psychological Implications of Being Female
1
Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women; female sexuality; men's liberation; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.
Open to juniors and seniors who have taken two Grade II units and by permission of the instructor to other qualified students.

Ms. Rohrbaugh

306 (1) States of Consciousness
1
An examination of various conceptual and empirical issues in consciousness study. Topics considered will include sleep and dreams, hypnosis and the induction of dissociated states, biofeedback, childhood states of consciousness, the unconscious, psychotic and hallucinogenic states, drug-induced states, and cross-cultural and psychotherapeutic concerns.
Open to juniors and seniors who have taken two Grade II units and by permission of the instructor to other qualified students.

Not offered in 1980-81.

307 (2) Adolescence
1
Consideration of physical, cognitive, social, and personality development during adolescence. Emphasis will be on recent research. Prerequisite: same as for 303.

Ms. Erkut

309 (1) (2) Abnormal Psychology
1
Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.
Open to juniors and seniors who have taken two Grade II units, including 212.

Ms. Rierdan, Mrs. Stiver

310 (2) Seminar
1
The acquisition of schizophrenic behavior. A definition of "schizophrenia" will be attempted through consideration of theoretical models, case studies, and autobiographical reports. Different approaches to explaining the acquisition of schizophrenia, as well as strategies for the change of schizophrenic behavior, will be considered.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212.

Ms. Rierdan

311 (2) Seminar. Social Psychology
1
Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include power, decision-making, coalition formation, conflict resolution, and privacy. The approach will consider both marital interaction and processes involving the family as a unit. Some consideration given to the research methods used to study family interaction.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including either 210 or 211.

Mr. Schiavo

312 (1) Seminar
1
Topic for 1980-81: Psychology of death. An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units.

Not offered in 1980-81.

Mr. Dickstein

317 (1) Seminar. Psychological Development in Adults
1
Exploration of age-related crises and dilemmas from late adolescence to mid-life in the context of contemporary psychological theory and research. Changing conceptions of truth and moral value; identity, intimacy, and the evolution of commitment. The role of work and play in adult life. Sex differences in development. Primary focus on models extending Piagetian cognitive-structural theory to adult development (e.g., Kohlberg, Perry) and on recent revisions of these models.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units and to other qualified students.

Mrs. Clinchy

318 (2) Seminar. Brain and Behavior
1
Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors. Topics will include language, perception, learning, memory, hemispheric specialization, and sex differences in lateralization.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of 213, 215, 216, 217, 218, 219, or [245].

Mrs. Koff

325 (1) History of Psychology
1
The history of selected topics and issues in psychology with an emphasis on the analysis of primary sources. The field of psychology will be analyzed as a developing science. There will also be discussion of current issues in the historiography of psychology.
Open to juniors and seniors who have taken 101.

Not offered in 1980-81.

327 (2) Selected Topics in Personality
1
Topic for 1980-81: Behavioral Medicine. This course focuses on behavioral-psychological factors in health care. It provides an overview of the concepts, theoretical applications, and research relevant to behavioral interventions in some "medical" disorders. Included will be discussions of migraine and other forms of chronic pain, behavioral pediatrics, biofeedback interventions, seizure disorders, cardiovascular disorders, and holistic medicine.
Prerequisite: same as for 303.

Ms. Stout

328 (1) Seminar
1
The family and family therapy—focus on learning how to observe and analyze interpersonal and intrapsychic data from a family system's point of view. Each seminar member will be part of a "simulated" family that will meet on a weekly basis. Differences between family and individual treatment approaches will be discussed.
Prerequisite: same as for 310.

Not offered in 1980-81.

330 (1) Seminar
1
Topic for 1980-81: Environmental psychology. This seminar will examine the influence that setting has on behavior. Important concepts in environmental psychology such as crowding, privacy, territoriality, and personal space will be examined in detail. Sections of the course will focus on specific settings (e.g., hospitals, offices, classrooms), and attention will be paid to investigating the urban environment. The application of psychological variables in architectural planning and design will also be considered.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units and to other qualified students.

Ms. Solomon

335 (1) Seminar. Experimental Psychology
1
Topic for 1980-81: The ape language controversy. Is language unique to humans, or does the potential for language exist at least in some closely related species? This seminar will consider evidence from ape language research projects and recent criticisms which question the validity of this research.
Open by permission of the instructor to juniors and seniors who have taken one of the following: 213, 215, 216, 217, 218, or 219, and to others by permission of the instructor.

Ms. Furumoto

340 (1) Seminar. Applied Psychology
1
Application of psychological research and principles to understanding occupations, work, and unemployment. Various work environments will be studied in terms of their consequences for psychological stress and health. Mechanisms for coping with psychological stress in the work situation will be explored.
Prerequisite: same as for 317.

Not offered in 1980-81.

345 (1) Seminar
1
The psychological interview. Consideration of the psychological interview as a conceptual and methodological approach to small-scale, intensive research. Focusing on the interview situation as a context in which to observe and analyze dyadic processes, verbal and nonverbal communication processes, and individual psychodynamic processes, the seminar will examine and test principles of psychological interviewing. Will include group laboratory work with videotape and individual student projects on selected developmental topics.
Open to juniors and seniors who have taken 101 and two Grade II units in psychology.

Not offered in 1980-81.

349 (2) Selected Topics in Psychology
1
Normally a different topic each year.
Prerequisite: same as for 303.

Ms. Burrows

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.
Prerequisite: 207R, 210R, 212R, or 220R.

Directions for Election

A major in psychology must include 101; one of the following: 207, 210, 212; one of the following: 213, 215, 216, 217, 218, 219, [245]; and 205.

The department offers four research courses: 207R, 210R, 212R, 220R. A major in psychology must include at least one of these. However, no more than one of 207R, 210R, 212R may be elected. It is possible to elect 220R in addition to one of the other R courses.

The department recommends that students plan a program in which 205, the research course, and preferably all Grade II requirements are completed as early in the program as possible and no later than the end of the junior year.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with the directors of the psychobiology program.

Religion

Professor:
Johnson

Associate Professor:
Kodera (Chairman)

Assistant Professor:
Levenson•, Marini[3/•2], Elkins[3/•2], Hanson, Reynolds

Instructor:
Geller

Lecturer:
Santmire

104 (1) (2) Introduction to the Hebrew Bible
1
A critical study of the Hebrew Bible (Old Testament) from a variety of perspectives—as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Christianity and Judaism. Emphasis upon the world views and literary craft of the authors.
Open to all students.

Mr. Hanson, Ms. Geller

105 (1) (2) Introduction to the New Testament
1
An exploration of the writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation, both ancient and modern.
Open to all students.

Mr. Hanson

107 (1) (2) Crises of Belief in Modern Religion
1
Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.
Open to all students.

Mr. Johnson, Mr. Santmire

108 (1) (2) Introduction to Asian Religions
1
An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive the ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. Course is also taught at MIT second semester.
Open to all students.

Mr. Kodera, Ms. Reynolds

109 (1-2) Elementary Hebrew
2
A systematic introduction to the grammar of the Hebrew language, with attention to oral and written expression. Preparation for the reading of religious texts from all periods. No previous acquaintance with Hebrew assumed.
Open to all students.

Not offered in 1980-81.

201 (1)* Jesus of Nazareth
1
The life and teachings of Jesus within the context of Roman Judaea. Includes a theological analysis of the varieties of faith in Jesus as expressed by the synoptic gospels.
Offered in alternate years only.
Open to all students, except those who elected 105 before 1978-79.

Not offered in 1980-81.

Mr. Hanson

202 (1)* Biblical Archaeology
1
An archaeological approach to the reconstruction of daily life and historical events in the eras of the Hebrew Bible and New Testament, with emphasis upon the period from 1000 B.C. to A.D. 300. Among topics covered are the cities of Jerusalem, Samaria, and Ephesus; the Dead Sea Community, an early Gnostic community in Egypt, and the interrelationship of text and material remains; synagogues and the earliest evidence for church structures.
Open to all students.

Mr. Hanson

203 (2)* The Ancient Near East: An Introduction
1
A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include *Enuma Elish*, *Gilgamesh*, the *Code* of *Hammurabi*, the *Baal* cycle, the *Keret* and *Aghat* epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment.
Offered in alternation with 214.
Open to all students.

Not offered in 1980-81.

204 (2)* Paul: The Controversies of an Apostle
1
A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. Offered in alternate years only.
Open to all students.

Not offered in 1980-81.

Mr. Hanson

205 (2)* The Prophetic Institution in Biblical Israel
1
A study of the institution of prophecy in its literary, historical, sociological, and theological settings. A discussion of ecstatic experience and spirit-possession in general and in the ancient Near East, followed by a careful reading of all the prophetic anthologies in the Hebrew Bible in an effort to understand the world-views of the prophets and their function within Israelite society. Offered in alternation with 306.
Prerequisite: 104.

Not offered in 1980-81.

207 (1) New Testament Greek
1
Special features of *Koine* Greek. Readings and discussions of selected New Testament texts.
Prerequisite: Greek 102.

Mr. Hanson

208 (1) Ethics
1
An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including professional morality, violence and oppression, sexism, social justice and revolution, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.
Open to all students.

Mr. Marini

209 (1-2) Intermediate Hebrew
2
A rigorous review of Hebrew grammar with readings in biblical and rabbinic texts and modern religious literature. Practice in the development of oral competence.
Prerequisite: 109 or permission of the instructor.

Ms. Geller

210 (1) Psychology of Religion
1
An examination of psychological studies of religion including a variety of theoretical perspectives and exercises in contemporary research methods. Readings in authors such as William James, Sigmund Freud, C. G. Jung, Erik Erikson, and Gordon Allport.
Open to all students.

Mr. Johnson

211 (1) Religion and the Human Life Cycle
1
A cross-cultural study of the role of religion in the major stages of the life cycle: birth, puberty, marriage, death. Attention given to the rituals that mark these critical episodes and the religious questions they raise. Readings from autobiography, literature, anthropology, psychology, and ritual texts of the major traditions. Opportunity to do field work.
Open to all students.

Ms. Reynolds

212 (2) Sociology of Religion
1
For description and prerequisite see Sociology 212.

213 (2) Rabbinic Judaism
1
The development of Judaism from the reign of Alexander the Great to the seventh century C.E. An examination of the constituents of Jewish culture in relation to the major political, social, religious and economic trends of the Hellenistic world and late antiquity. Attention to archaeological evidence including papyri and coins, synagogue and funerary art, as well as the writings of the rabbis, church fathers, and Roman historians.
Open to all students.

Ms. Geller

214 (1)* Judaism
1
An introduction to the central ideas and institutions of the Jewish tradition in historical perspective. Emphasis upon three areas: the adaptation of the religious traditions of the Hebrew Bible in the Rabbinic period, with special attention to the theological universe and legal dialectic of the Talmud and Midrash; Jewry under Islam and Christendom; and the varying attempts to restate, reformulate, or redirect the tradition since the Emancipation.
Open to all students.

Not offered in 1980-81.

Mr. Levenson

Offered in 1981-82.

215 (1) Religious Autobiography
1
First person accounts of the search for meaning. A comparison of classic Christian autobiographies, modern narratives from diverse religious traditions, and works of fiction. Readings include Augustine's *Confessions*, Pascal's *Pensées*, Wiesel's *Night*, Castaneda's *Journey to Ixtlan*, *The Autobiography of Malcolm X*, Matthiessen's *The Snow Leopard*, Hesse's *Siddhartha*, and Lagerkvist's *The Sibyl*.
Open to all students.

Ms. Elkins

216 (1)* History of Christian Thought: 100-1400
1
Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices: pilgrimages, the cult of saints, asceticism, and mysticism.
Open to all students.

Ms. Elkins

218 (1)* Religion in America
1
A study of major ideas, institutions, and events in American religions from the colonial period to the present. Introduction to the principal ways Americans have interpreted religious reality and the historical impact of these ideas on society and culture. Readings in central thinkers including the Puritans, Jonathan Edwards, Ralph Waldo Emerson, and Mary Baker Eddy as well as primary sources from Native American, Black, Catholic, Jewish, and Pentecostal traditions.
Open to all students.

Mr. Marini

219 (1)* Religion and Politics in America
1
A study of religious beliefs, institutions, and symbols in the political culture of the United States. Case studies and theoretical readings in selected topics, including religion and the Constitution, the ideological functions of religion, politics and symbolic drama, religious identity and the electoral process, religious radicalism and political dissent, and civil religion. Offered in alternate years only.
Open to all students.

Not offered in 1980-81.

Mr. Marini

220 (2)* Religious Themes in American Fiction
1
Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Melville, James, Twain, Hemingway, Faulkner, and others. Reading and discussion of these texts as expressions of religious thought and culture in 19th- and 20th-century America. Offered in alternate years only.
Open to all students.

Not offered in 1980-81.

Mr. Marini

221 (2)* Catholic Studies
1
Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, and modern theology. Readings represent a spectrum of positions and include works by Thomas Merton, Simone Weil, Karl Rahner, Hans Kung, and Second Vatican Council.
Open to all students.

Not offered in 1980-81.

Ms. Elkins

223 (2) Foundations of Modern Theology
1
Primary attention to those late 18th- and early 19th-century theological positions that became dominant in the formation of modern theology: Kant, Schleiermacher, Hegel, and Kierkegaard. Also some consideration to radical theological critics, such as Feuerbach and Nietzsche.
Open to all students.

Mr. Johnson

224 (1) Female and Male in Contemporary Christian Thought
1
An analysis of the feminist critique of traditional Christian theology, beginning with Mary Daly's *Beyond God the Father*, read in comparison with modern expressions of the tradition, such as Karl Barth's *The Humanity of God*. Discussion of contested contemporary questions such as male and female in Genesis 1 and 2, Paul's view of men and women, misogyny in the Church Fathers, masculine and feminine images of God, the lordship of Christ, the role of Mary, the Church as hierarchy, women as priests, submission in marriage, and sexual morality.
Open to all students.

Not offered in 1980-81.

Mr. Santmire

225 (1) Modern Judaism
1
An introduction to the post-Enlightenment Jewish community in relation to its societal context in Europe and America. The impact of major political, economic, social, and religious trends on the Jewish community. Readings in seminal 19th and 20th century interpreters of Jewish experience.
Open to all students.

Ms. Geller

233 (1) The Civilization of the Renaissance in Italy
1
For description and prerequisite see History 233.

234 (2) The Crisis of the Fifteenth and Sixteenth Centuries
1
Individuals and institutions in a time of religious, economic, and social upheaval. Protestants and Jesuits, intellectuals and peasants, mystics and witches, the old world and the new, examined through literature, theology, letters, trial records, practical guidebooks, and propaganda. Interdisciplinary approach emphasizing contrasting interpretations of the period.
Open to all students.

Not offered in 1980-81.

Mr. Edwards, Ms. Elkins

242 (2) Christianity in the Arts
1
The Christian tradition as expressed through the arts. Painting, architecture, and liturgy viewed in their theological and historical contexts. Examples include the Catacombs, Byzantine Ravenna, Medieval monasteries and cathedrals, Renaissance Rome and Florence, and Protestant London and New England.
Open to all students.

Not offered in 1980-81.

Ms. Elkins

250 (1) Primitive Religions
1
An exploration of the religious life of preliterate and archaic societies; animism, magic, totemism, taboo, the shaman, rites of passage, myth and ritual, ancestor worship. Consideration given to theories of the origins of religion and the religious life of specific societies, especially the American Indian.
Open to all students.

Not offered in 1980-81.

Ms. Reynolds

251 (1) Religion in India
1
An exploration of Indian religious expression and experience from 2500 B.C. to the present. Concentration on the traditions of Hinduism, Islam, and Buddhism, but with consideration of the contributions of Jainism, Sikhism, Christianity, and Judaism as well. Primary attention to myth, ritual, sacred time and space, cosmology, religious community, and patterns of interaction among traditions. Sources include sacred texts, ethnographies, literature, personalities, arts, and symbol systems.
Open to all students.

Ms. Reynolds

252 (2) The Islamic Tradition
1
An exploration of Islam from its 7th century beginnings in Arabia to its impact on the contemporary world. Emphasis on the religious dimensions of Islamic life. Topics include: life of the Prophet, Qur'an, five pillars, community, state, Sufism, revitalization movements, and Islam in the U.S.
Open to all students.

Ms. Reynolds

253 (2)* Buddhist Thought and Practice
1
A study of Buddhist views of the human predicament and its solution, using different doctrines and forms of practice from India, Thailand, Tibet, China, and Japan. Topics including Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, influence on Western thinkers (e.g., Eliot, Hesse), and adaptation to the West. Offered in alternation with 257.
Open to all students.

Mr. Kodera

254 (1)* Chinese Thought and Religion
1
Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millenium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. Offered in alternation with 255.
Open to all students.

Mr. Kodera

255 (2)* Japanese Religion and Culture
1
Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from, China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. Offered in alternation with 254.
Open to all students.

Not offered in 1980-81.

Mr. Kodera

257 (1)* Contemplation and Action
1
An exploration of the relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West. Topics include: self-cultivation and responsibility (Confucius), liberation and nonviolence (Mahatma Gandhi), salvation and justice (Martin Luther King). Offered in alternation with 253.
Open to all students.

Not offered in 1980-81.

Mr. Kodera

304 (1) Seminar. Zen Buddhism
1
Zen, the long-known yet little-understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.
Prerequisite: one course in Asian Religions and permission of the instructor.

Mr. Kodera

305 (2) Seminar. Religion and Asian Literature
1
A discussion of literature from India, China, and Japan as reflecting the religious, social, and cultural concerns of the people.
Open by permission of the instructor.

Not offered in 1980-81.

Mr. Kodera

306 (1)* Seminar in Biblical Hebrew Literature in Translation
1
A concentrated investigation of the Book of Psalms, from a variety of perspectives, including form-criticism, tradition-history, and theology, in an effort to ascertain the original settings of the psalms, the various types of poems included in the book, and the religious ideas and imagery most prominent therein. Offered in alternation with 205.
Prerequisite: 104.

Not offered in 1980-81.

307 (2)* Seminar. The New Testament
1
A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition.
Prerequisite: 105 or permission of the instructor.

Mr. Hanson

314 (2)* Seminar. Christian Theology
1
Topic for 1979-80: Three models of contemporary theology—as world-construct, interpretation of biblical narrative, or reflection on personal experience. Offered in alternation with 317.
Prerequisite: one course in Western religious thought.

Not offered in 1980-81.

Mr. Johnson

315 (1) Theology as an Existential Struggle: Paul Tillich
1
A study of the cognitive and personal dynamics of Paul Tillich's attempts to relate religion to philosophical insights, human passions, artistic creativity, politics, and the personal quest for meaning. A close reading of selected essays, including *The Courage to Be*, *Dynamics of Faith*, *The Theology of Culture*, and *Biblical Religion and the Search for Ultimate Reality.*
Prerequisite: one course in Western religion or philosophy.

Mr. Santmire

316 (2)* Seminar. Ethics
1
An intensive study of an ethical issue or a set of related issues with readings in relevant source materials.
Prerequisite: 208.

Not offered in 1980-81.

Mr. Marini

317 (2)* Religion and the Social Sciences
1
The use of social scientific methods (psychological, sociological, and anthropological) in the study of religious communities. Readings in theoretical texts and exercises in current research methods. Offered in alternation with 314.
Prerequisite: 210, or 211, or Anthropology 104, or Sociology 102.

Mr. Johnson

318 (2)* Seminar in American Religions
1
Selected topics in History of Religion in America.
Prerequisite: 218, 219, History 250, or permission of the instructor.

Not offered in 1980-81.

Mr. Marini

320 (1) Black Institutions
1
For description and prerequisite see Black Studies 320.

325 (2) Seminar. Zionism
1
The development of Zionist ideologies and the emergence of Zionism as a political movement in response to the events of 19th and 20th century European and Middle Eastern political history. The major social, economic, religious and political trends which affected the Jewish communities of Eastern and Western Europe.
Open by permission of the instructor.

Ms. Geller

339 (1) Seminar. American Jewish History
1
For description and prerequisite see History 339.

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The total program of the major is designed around the principles of breadth and depth. To promote breadth, majors shall complete one course in each of three groups: Biblical, Western, and Asian. To insure depth, majors shall concentrate in a special field of interest. The structure of this concentration shall be determined in consultation with the advisor.

In individual cases, studies in the original language of religious traditions may be especially valuable. Hebrew and New Testament Greek are available in this department; Latin and Chinese are available elsewhere in the College. Majors interested in pursuing language study should consult the advisor to determine the appropriateness of such work for their program.

Russian

Professor:
Lynch, Bones (Chairman)

Visiting Professor:
Kollmann[3]
The Kathryn W. Davis Professor in Slavic Studies

Instructor:
Forman[3]

100 (1-2) Elementary Russian
2
Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Four periods.
Open to all students.

The Staff

200 (1-2) Intermediate Russian
2
Conversation, composition, reading, review of grammar. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

201 (1) Russian Literature in Translation I
1
Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky.
Open to all students.

Mrs. Bones

202 (2) Russian Literature in Translation II
1
Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Bulgakov, and Solzhenitsyn.
Open to all students.

Not offered in 1980-81.

Mrs. Bones

205 (2)* Intermediate Conversational Russian
1
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Russian. A variety of materials such as newspapers, periodicals, tapes, and films will be used in the course. Regular use of language laboratory.
Prerequisite or corequisite: 200 or permission of the instructor.

Mrs. Bones

225 (1) Soviet Film 1917-1980 (in English)
1
The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical re-creation, social drama, adaptation from literary sources. Landmark films of the 1920s and developments from 1956 (post-Stalin) through the present will be emphasized. Film theory by Eisenstein, Pudovkin, Kuteshov, Vertov will be discussed.
Open to all students.

Ms. Forman

249 (1)* Language
1
General laws of phonology, syntax, and grammatical categories. History, theory, and logic of language and their application to Russian and the problems of English-Russian translation.
Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1980-81.

Offered in 1981-82.

294 (2) Icons and Onion Domes: Old Russian Art and Architecture
1
Emergence of a Russian National Style out of Byzantine and Kievan legacies, regional schools, and European and Asiatic influences, 11th to 17th centuries, Icon and Fresco painting, church architecture, monasteries and fortresses, the Moscow Kremlin. Slide illustrated. In English.
Offered under the auspices of the Kathryn W. Davis Professor in Slavic Studies in the academic year 1980-81 only.
Open to all students.

Mr. Kollmann

295 (2) Seminar. Russia Faces West: Art and Architecture in the Imperial Period, 1700-1917
1
Interaction of native traditions and foreign influences from Peter the Great's cultural revolution to early 20th-century experimentation. The planning of Russia's new capital, St. Petersburg, the adaptation of baroque, rococo, classical, empire and neogothic styles in architecture, the medieval Russian revival and trends in painting. Slide illustrated. In English.
Offered under the auspices of the Kathryn W. Davis Professor in Slavic Studies in the academic year 1980-81 only.
Open to all students.

Mr. Kollmann

300 (1-2) Advanced Russian
1 or 2
The structure of modern Russian. Extensive reading of literary and historical works. Weekly written and oral reports on selected topics. Two periods and weekly laboratory assignments.
Prerequisite: 200.

Mrs. Lynch

311 (1)* Russian Literature from Its Beginnings up to Pushkin
1
Byzantine, Western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle, Zadonshchina*; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev.
Prerequisite or corequisite: 300.

Not offered in 1980-81.

Offered in 1981-82.

317 (2)* Russian Writers Today: Emigre and Soviet
1
Topic for 1980-81: Solzhenitsyn.
Prerequisite or corequisite: 300.

Ms. Forman

Not offered in 1981-82.

320 (2)* Seminar
1
Topic for 1979-80: A. S. Pushkin: Evgenij Onegin, Boris Godunov, Lyric Poetry, Prose. Prerequisite or corequisite: 300.

Not offered in 1980-81.

Mrs. Lynch

Offered in 1981-82.

349 (2)* The Writer in a Censored Society: His Literary and Nonliterary Roles
1
Topic for 1980-81: Mayakovsky and Esenin. Prerequisite or corequisite: 300.

Mrs. Lynch

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to qualified students.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the major. A major in Russian is expected to elect 249 or 205 in conjunction with 200, as well as three Grade III courses beyond Russian 300.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 247 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Sociology

Professor:
Berger (Chairman)

Visiting Associate Professor:
Leventman[3]

Assistant Professor:
Dimieri, Anderson-Khleif, Silbey[3], Walsh[3]

102 (1) (2) Sociological Perspective
1
Basic concepts, examples of sociological research, and some major theories in the field. Also examines representative uses of sociological analysis. May include elementary training in computer exercise.
Open to all students.

The Staff

103 (1) American Society
1
How the experience of being "American" has changed during the past century, from our agrarian roots to the foundations of the corporate state. Readings in local community studies (e.g., *Middletown, Poverty and Progress, Everything in Its Path*) and in social reports from de Tocqueville to the present which analyze American society in terms of an ideology of equal opportunity. Attention to populism, racial and class conflict, and social reform within the context of American Pragmatism.
Open to all students.

Mrs. Silbey

111 (1) Family Sociology
1
The study of transition or change in the family system. Emphasis on the contemporary U.S. family but includes comparative material. Scandinavian family, Israeli kibbutz family, Middle East extended family, and Dutch family discussed as cross-cultural models for change. Topics include dating, family and work roles, marital relationships, contacts with kin, divorce, and single-parent families, singlehood, and alternative family forms.
Open to all students.

Mrs. Anderson-Khleif

120 (1) Urban Sociology
1
Examines various theories of urban social life, and their perspectives on the social causes and consequences of the development of urban life in different societies. Topics will include: analysis of the concept of urbanization and critiques of it in comparative and historical perspective and concepts of urban planning in contemporary cities.
Open to all students.

Ms. Leventman

129 (2) Sociology of Work and Occupations
1
Study of representative work and occupational experiences ranging from blue-collar jobs to the professions. The nature of work in traditional and in contemporary societies. Socialization to work roles; the process of professionalization; work careers; and other topics.
Open to all students.

Mr. Dimieri

138 (2) Deviance
1
The analysis of conformity and deviance. Theories of deviance view deviance as a social process and include behaviors such as suicide, mental illness, drug use, crime, sexual deviance, and delinquency. Attention is also given to the societal reaction to deviant behavior.
Open to all students.

Mr. Dimieri

200 (1) Sociological Theory
1
Development of major sociological themes and theoretical positions from the Enlightenment to the present.
Prerequisite: two Grade I units or permission of the instructor.

Mrs. Berger

201 (1) Social Research
1
Nature of social research, problem specification, research design, techniques of data collection including field work, survey research, interviews and content analysis. Significance of values, ethics, and politics for research enterprise. One laboratory period required. Normally followed by 302.
Prerequisite: one Grade I unit or permission of the instructor.

Mr. Dimieri

207 (2) Criminology
1
How does crime differ from other forms of disapproved behavior and how do societies respond to this? Systematic examination of the meaning of crime and reactions to crime. Topics will include: theories regarding the cause of crime; nature and origins of criminal laws; extent and distribution of criminal behavior; societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationship between crime, punishment, and justice.
Prerequisite: same as for 201.

Mrs. Silbey

208 (1) Demography
1
The analysis of population composition and change. Differential fertility, mortality, and migration of sociocultural groups are examined with reference to population theory and national policies. Attention is also given to urbanization, over-population, and environmental limits.
Prerequisite: same as for 201.

Mr. Dimieri

209 (1) Social Stratification
1
The concept of social stratification is the core concept of sociology. This course will compare and contrast alternative theories of stratification in terms of: the impact of stratification on social behavior, values, and personality; changes in stratification systems over time, particularly in terms of industrialization; indicators of stratification; causes and consequences of mobility. These dimensions of stratification will be analyzed at the community, national, and international levels.
Prerequisite: same as for 201.

210 (2) Racial and Ethnic Minorities
1
For description and prerequisite see Anthropology 210.

212 (2) Sociology of Religion
1
Examination of the social dimensions of religion and the institutional interrelationship between religion and society. Sociological theories of religion, religious organization and behavior, religion and social change, and the processes of institutionalization and secularization. Special attention will be given to religion in America with wide use of comparative materials.
Prerequisite: same as for 201.

Not offered in 1980-81.

213 (1) Law and Society
1
What distinguishes law from other forms of social control? Do people obey laws because it is right or because they are compelled to? Is there a distinction between law and justice? What is the relationship between law and other social institutions, polity, family, and economy? Examination of features of legal systems and legal reasoning which makes law an available device for problem solving. Empirical study of the legal profession, jury system, relationship of law to social class and patterns of social change; the meaning of having one's day in court.
Prerequisite: same as for 201.

Not offered in 1980-81.

Mrs. Silbey

215 (1) Mass Media and Communication
1
Sociological forms and consequences of communication with special attention to the press, motion pictures, television, and other mass media.
Prerequisite: same as for 201.

Not offered in 1980-81.

216 (2) Education, Society, and Social Policy
1
For description and prerequisite see Education 216.

220 (2) Ghettoization
1
For description and prerequisite see Black Studies 220.

224 (1)* Political Sociology
1
Analysis of the social basis of power and political action in modern societies. How does one's socially structured position influence political behavior, and is political action rooted in ideological structures or material conditions? Special attention given to the relationship between the "ways of being political" and structures of power and authority. Analysis of revolutions, political movements, as well as ordinary citizen activities.
Prerequisite: same as for 201.

Mrs. Silbey

225 (2) Social Movements
1
Social movements constitute one of the fundamental types of collective behavior in society. This course will look at different types of social movements—revolutionary, reformist, religious, and utopian—in different types of societies and at different points of time. Special attention will be paid to different theories explaining social movements, and the relationship between social movements, social structure, and social change.
Prerequisite: same as for 201.

229 (1) Organizations and Organizational Behavior
1
Various perspectives and methodologies used in the investigation of organizations. Examination of the nature of work. Emphasis on size, complexity, and formalization of structure, and on power, communication, and decision-making processes. Roles and adaptation of individuals in organizations; the significance of social and cultural environments.
Prerequisite: same as for 201. Not open to students who have taken [219].

Mrs. Anderson-Khleif

231 (2) Society and Self
1
How can the individual be at once cause and consequence of society? Not only is the person a social product, but s/he is also clearly unique, and in turn helps shape and modify society. This course is concerned with the relationship between the individual and society, and the behavior of persons in groups. Ways in which groups and institutions aid or inhibit individual experience will be discussed.
Prerequisite: same as for 201.

Mrs. Berger

302 (2) Analysis of Social Data
1
Techniques for the analysis of quantitative data: creation and access of computer data files; descriptive and inductive statistics including measures of distribution, tests for significance, and measures for association. One laboratory period required.
Prerequisite: 201.

Mr. Dimieri

311 (2) Seminar. Family Studies
1
Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, housing, the impact of work on family relations, day care, the elderly, the working poor, and delivery of services to families with special needs. Sweden studied as a comparative model for family policy.
Prerequisite: same as for 200, or 102, 111 and one Grade II course, or permission of the instructor.

Mrs. Anderson-Khleif

314 (2) Medical Sociology
1
Social factors association with the definition, incidence, and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminal patients or dying; movements for alternative health care.
Prerequisite: same as for 201.

Ms. Walsh

320 (2) Seminar. Urban Social Studies
1
Systematic analysis of contemporary urban problems and policies. Focus on theoretical concepts and empirical observations comparing different societies.
Prerequisite: 102, 120, or permission of the instructor.

Ms. Leventman

324 (2) Seminar. Social Change
1
Examination of theories of social change and the emergence of modern paradigms of social change. Analysis of the impact of change upon selected social institutions such as the polity, economy, family, the stratificational system. Social-psychological dimensions of change. The processes of rationalization and bureaucratization.
Prerequisite: two Grade II courses or permission of the instructor.

Not offered in 1980-81.

329 (2) Internship Seminar in Organizations
1
An internship seminar in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government, or business and industry. The internship is utilized for participant observation on some aspect of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organizational research and on issues in participant observation. Limited to 12 students. Open to juniors and seniors.
Prerequisite: same as for 200; or 229 and one other Grade II course in sociology, or permission of the instructor.

Mrs. Anderson-Khleif

338 (1) Seminar. Deviance
1
Social factors associated with the incidence and treatment of crime. Focus on the relationship between the criminal justice institutions (police, courts, and prisons) and the incidence of crime.
Prerequisite: same as for 200. Not open to students who have taken [323].

Not offered in 1980-81.

Mr. Dimieri

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Majors in sociology are required to include in their programs 102, 200, 201, and 302. In addition to the "core" of required courses, students may continue to develop a general major to consist of at least four additional courses of their choice or to construct a more specialized program in an area of concentration, beginning in 1978-79 with one of the following: Family Studies and Role Behavior, Urban Studies, or Deviance, Sociology of Law, Corrections, and Organization and Organizational Behavior starting with an appropriate exploratory course in each case. These are, respectively, 111, 120, 129, and 138, any of which may be taken without prerequisite.

Spanish

Professor:
Lovett

Associate Professor:
Gascón-Vera (Chairman)

Assistant Professor:
Ben-Ur, Lusky•

Instructor:
Levy[3], Renjilian-Burgy, Villanueva[3]

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country. See p. 39.

100 (1-2) Elementary Spanish
2
Introduction to spoken Spanish through directed conversation; stress on audio-lingual approach. Intensive language laboratory exercises. Three periods.
Open to students who do not present Spanish for admission.

The Staff

102 (1-2) Intermediate Spanish
2
Intensive review of grammar and language skills through practice in the classroom and with language laboratory exercises. Readings by contemporary Spanish and Spanish American writers. Emphasis on vocabulary building and oral and written expression. Three periods.
Prerequisite: two admission units in Spanish or 100.

The Staff

103 (1-2) Intensive Spanish
3
First semester: Concentrated introduction to spoken Spanish. Constant oral-aural practice, in class and in the language laboratory, builds an active facility with linguistic structures. Intensive vocabulary building through visual presentations, dramatizations, and short readings. Second semester: Increased emphasis on writing and on the reading of literary texts. Continued use of the audio-lingual method develops accuracy and fluency with the spoken language. Five periods per week. Open by permission of the instructor to students who do not present Spanish for admission.

Not offered in 1980-81.

Ms. Lusky

201 (1) (2) Oral and Written Communication
1
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Through frequent oral presentations and the use of audio- and videotapes, students develop their ability to use Spanish comfortably in practical situations.
Prerequisite: 102, 103, [199] or [200] or four admission units or permission of the instructor.

The Staff

202 (1) Linguistic and Literary Skills
1
A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of works by contemporary Hispanic authors; a review, at the advanced level of selected problems in Spanish grammar. Three periods. Open to students presenting three admission units, 102, 103, or 201.

Mr. Lovett

203 (2)* Modern Spanish Literature
1
From *La Generación del '98* to the Spanish Civil War. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, García Lorca, Guillén, and Salinas. Offered in alternation with 204.
Prerequisite: [199], [200], 201, or permission of the instructor.

Ms. Gascón-Vera

204 (1)* Post-Civil War Spanish Literature
1
From post-civil war literature to today. The struggle for self-expression in Franco's Spain. A study of the literary styles and accomplishments of contemporary authors: Cela, Goytisolo, Miguel Hernández, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203.
Prerequisite: same as for 203.

Not offered in 1980-81.

Mr. Villanueva

205 (1)* Masterpieces of Spanish American Literature
1
An introduction to Spanish American literature. Selections from the Chronicles, the Baroque Age, the Romantic period, and the 20th century. Works by such outstanding essayists, poets, and playwrights as El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Leopoldo Lugones, Pablo Neruda. Offered in alternation with 209.
Prerequisite: same as for 203.

Not offered in 1980-81.

Ms. Ben-Ur

206 (1) Landmarks of Spanish Literature I
1
Intensive study of masterpieces and authors chosen from the Middle Ages to the Baroque: *Poema del Cid, La Celestina, Lazarillo de Tormes*; Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón.
Prerequisite: same as for 203.

Mr. Lovett

207 (2) Landmarks of Spanish Literature II
1
From the virtue-extolling *El sí de las niñas* by Moratín through the turbulent works of the emotion-prone Romantics Rivas, Espronceda, and Bécquer, and the biting satire of Larra, to the realistic novel of Pérez Galdós.
Prerequisite: same as for 203.

Not offered in 1980-81.

Mr. Lovett

208 (2) The Spanish Realistic Novel of the Nineteenth Century
1
The masters of 19th-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.
Prerequisite: same as for 203.

Mr. Lovett

209 (1) The Spanish American Short Narrative
1
The evolution, from the 19th century *cuadro de costumbres*, of the realistic and fantastic short stories of contemporary Spanish America. In-depth analysis of the masterpieces of Quiroga, Borges, Cortázar, Rulfo, and García Márquez. Offered in alternation with 205.
Prerequisite: same as for 203.

Ms. Ben-Ur

210 (2)* Chicano Literature: From the Chronicles to the Present
1
A survey of the major works of Chicano literature in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaco to Padre Junípero Serra and 19th-century *corridos*. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdez, Alberto Urista, José Montoya, Rodolfo Anaya.
Prerequisite: same as for 203.

Mr. Villanueva

211 (2) Caribbean Literature and Culture
1
An introduction to the important literary, historical and artistic traditions of the Caribbean. Discussions will focus on the major Spanish speaking island countries: Cuba, Puerto Rico, and the Dominican Republic. The course will also utilize supplementary audiovisual resources such as videotapes, filmstrips, slides, tapes, and films. Authors will include Zeno Gandía, Palés Matos, René Marqués, Pedro Juan Soto, Alejo Carpentier, Lydia Cabrera, Nicolás Guillén, Severo Sarduy, Juan Bosch, Cabrera Infante.
Prerequisite: same as for 203.

Not offered in 1980-81.

Ms. Renjilian-Burgy

215 (1) Spanish Practicum
1
Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babin, Maldonado Denis, and others.
Prerequisite: personal interview with the instructor to establish adequate language skill, 211 helpful.

Ms. Levy

228 (2)* Latin American Literature: Fantasy and Revolution
1
Aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.
Open to all students except those who have taken Spanish 306 and 307.

Ms. Ben-Ur

260 (1)* History of Latin America
1
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.
Open to qualified freshmen and sophomores, to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Mr. Lovett

261 (1)* History of Spain
1
The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.
Prerequisite: same as for 260.

Not offered in 1980-81.

Mr. Lovett

301 (2)* Drama of the Seventeenth Century
1
The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. Offered in alternation with 302.
Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Not offered in 1980-81.

Mr. Lovett

302 (2)* Cervantes
1
A close reading of the *Quijote* with particular emphasis on its significance in modern literature: the hero versus the anti-hero; the development of plot; levels of reality and fantasy in the novel; history versus fiction. Offered in alternation with 301.
Prerequisite: same as for 301.

Ms. Gascón-Vera

306 (1) Arts and Letters of Contemporary Mexico
1
Study of the fiction, poetry and essay in Mexico within the context of the interrelationship of the arts from the Revolution of 1910 to the present. Emphasis will be placed on the pervading influence of myths originating in pre-Cortesian cultures and the Colonial period which appear as recurrent themes in literature and painting. Authors read to include Vasconcelos, Rulfo, Fuentes, Paz, Usigli, Revueltas, Gorostiza, Villaurrutia, Carballido, Garro, Saínz.
Prerequisite: same as for 301.

Not offered in 1980-81.

Ms. Ben-Ur

307 (2) The New Novel of Latin America
1
Analysis and discussion of major Latin American novels from the 1960s and 1970s. Special topics will be social conflict in the novel, estheticism vs. engagement, literature as a critique of values and a search for identity. Works by Onetti, Cortázar, Fuentes, Rulfo, Carpentier, Donoso, García Márquez.
Prerequisite: same as for 301.

Ms. Ben-Ur

310 (1) Seminar. From Dictatorship to Democracy: The '70s, Decade of Transition
1
The object of intensive study will be the literary, journalistic, and cinematographic manifestations in Spanish life which embody the transition to democracy and social change. Examined will be authors like Goytisolo, Benet, Umbral, and Trias; film directors like Patiño, Borau, Chávarri, and Franco; newspapers like *Cambio 16, El País*; and periodicals like *Triunfo, Cuadernos para el diálogo*.
Prerequisite: same as for 301.

Ms. Gascón-Vera

350 (1) (2) Research or Individual Study
1 or 2
Open by permission, or to seniors who have taken two Grade III units in the department.

370 (1-2) Thesis
2 to 4
Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.
Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 203, and/or 204, 206, 207, and/or 208, 301, 302, either 205 or 307, and at least one additional unit of Grade III literature in Spanish. The Latin American major should ordinarily include 201, 205, 209, 210 or 211, 306, 307, 206 or 302, and at least one additional unit of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major. Extradepartmental 330 and 331 are recommended for both majors.

Individually planned majors in Latin American studies, which combine language and literature courses with a program of history, anthropology, political science, and economics courses, are encouraged.

Theatre Studies

Professor:
Barstow (Chairman)

Lecturer:
Levenson[3]

203 (2) Plays, Production, and Performance
1
The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.
Open to all students.

Mr. Barstow

205 (1)* Scene Study
1
Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.
Prerequisite: 203 or permission of the instructor.

Not offered in 1980-81.

Mr. Barstow

Offered in 1981-82.

206 (1)* Design for the Theatre
1
Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The models are evaluated in a series of juried critiques focusing on performance as a realization of the analytical interpretation of each play. Offered in alternation with 209.
Prerequisite: same as for 205. Majors are encouraged to take Art 100 and one or more of the following before taking 206: Art 105, 108, 209, 210.

Mr. Levenson

208 (1)* Contemporary Theatre
1
Late 20th-century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.
Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Mr. Barstow

209 (1)* Seminar. The Design of Lighting for Theatrical Production
1
Theory and technique of the lighting of performance as a major artistic component of theatrical production. Emphasis is on developing the analytical, organizational and technical skills necessary to the lighting designer. Offered in alternation with 206.
Prerequisite: same as for 205.

Not offered in 1980-81.

Mr. Levenson

Offered in 1981-82.

210 (1-2)* History of the Theatre
1 or 2
Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.
Prerequisite: same as for 205.

Mr. Barstow

215 (1)* Shakespeare in the Theatre
1
Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.
Prerequisite: 203, and English 112, [215], or [305], [306], or 323, or 324.

Not offered in 1980-81.

Mr. Barstow

235 (1) Looking at Ballet
1
A history of ballet from the Romantic ballet of the 1830s to the present. Analysis of ballets by such choreographers as Petipa, Balanchine, and Ashton. There will be filmed and taped materials each week, along with lecture and discussion. When possible, lectures will be supplemented by field trips to dance performances in the Boston area.
Open to all students.

Not offered in 1980-81.

Mrs. Temin

Offered in 1981-82.

236 (2) Looking at Modern Dance
1
An analysis of modern dance focusing on what makes it "modern" and how it differs from ballet. Modern dance choreographers from Isadora Duncan and Ruth St. Denis to Martha Graham, Doris Humphrey, Paul Taylor, Merce Cunningham, and Twyla Tharp will be discussed. Frequent films and videotapes of modern dance will be supplemented when possible by field trips to dance performances in the Boston area.
Open to all students.

Mrs. Temin

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to qualified students.

Directions for Election

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Interdepartmental Majors.

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

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Course may be elected to fulfill in part the distribution requirement in Group A

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Course may be elected to fulfill in part the distribution requirement in Group B^1 or B^2 as designated.

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Course may be elected to fulfill in part the distribution requirement in Group C

Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment.

Semester I 1980-81

Issues in Literary Interpretation
Examination of the ways in which issues arising in the interpretation of dreams, folk tales, sacred texts, works of visual art, and primitive cultures have influenced the practice of interpreting literary and narrative texts. Readings include Freud, T.S. Eliot, Empson, Lévi-Strauss, Derrida, Barthes, Gombrich, Panofsky, Walter Benjamin.

Mr. Kibel (MIT)

American Television: A Cultural History
Television's evolution as a system of storytelling and myth-making, studied from anthropological, literary, and cinematic perspectives. The course centers on prime-time commercial broadcasting but also examines theoretical perspectives as well as the medium's technological and economic history. Open by permission of the instructor.

Mr. Thorburn (MIT)

Semester II 1980-81

Problems in Twentieth Century Art and Philosophy
Twelve major painters of the last 100 years, from Manet to Olitski, studied. Equal emphasis given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work, especially as these issues relate to the history of Modernist thought. Readings include writings of the artists themselves, as well as relevant critical and philosophical texts. Same course as Philosophy 328.

Mrs. Stadler, Mr. Ablow (Boston University)

On Quality in Art
An exploration of recent and older attempts at formalizing critical and comparative judgments of works of visual art, tracing the subject back to its roots in the isolation during the 16th century of a distinct aesthetic realm, in order to investigate the extent to which objectivity of such judgment can be arrived at. Readings will be coordinated with analysis of art works to which they refer. Authors include selections from Vasari, Winckelmann, Baudelaire, Burckhardt, Hildebrand, Meier-Graefe, Berenson, Roger Fry, Apollinaire, Breton, Focillon, Panofsky, Gombrich, Jacob Rosenberg, Rhys Carpenter, James Ackerman.

Mrs. Martin (Boston University)

Ideas of Progress
Attempt to clarify the measure of agreement between different answers to the questions, what is progress? and how is it to be assessed? The rise of the idea of progress from the 17th century to its position as the universal religion of the modern world. Topics and readings include: Renaissance idea of artistic and scientific progress (Bacon); battle between ancients and moderns (Fontenelle); perfection through universal progress of mankind (Condorcet, Kant, Hegel); progress through revolution (Marx); progress through the formation of scientific elites (Comte); Darwin and the origins of cultural history; the idea of progress in contemporary views of science and art (Wölfflin, T.S. Eliot, Popper, Kuhn, Northrop Frye). Same course as Philosophy 327.

Mrs. Stadler, Mr. Kibel (MIT)

The Theory and Practice of Metaphor
A "discovery course" tracing the function of metaphor in literature, the sciences, and human creativity in general. Theoretical analysis of metaphorical thinking as well as studies of the role of some specific metaphors in past and present will be included.
Prerequisite: one Grade II course, preferably 200, or by permission of the instructor.

Mrs. L. Janik

Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the Dean of the College. Faculty members and students are invited to submit their ideas to the Committee. There are three criteria for an experimental course or program: a) it should address a defined problem in education at Wellesley; b) it should test a set of conscious assumptions about learning (and the results of the test should be communicated openly); c) it should not fit easily into conventional departmental contexts. The following is the experimental course that has been approved for 1980-81:

301 (2) Symbolism
1
In 1873, the English essayist and critic Walter Pater wrote: "All art constantly aspires towards the condition of music." On a number of occasions, both in essays and in interviews, the French poet Stéphane Mallarmé implied strong agreement with this statement of his English contemporary. This idea as part of an aesthetics that attempts to bridge the various arts, is an important part of the movement called Symbolism.

This course will attempt to elucidate the Symbolist concept of music as the model art, and to trace its development and application during the ensuing forty years, through the study of some of the poetry, painting and criticism commonly designated as Symbolist, and through the study of several composers of the same period, notably Wagner, Mahler, Debussy and Scriabin.
Open to juniors and seniors with some reading knowledge of French and music, and to others only with permission of the instructor.

Mr. Fisk

Extradepartmental Courses

100 (2) Tutorial in Expository Writing
1
An individual tutorial in writing, taught by juniors and seniors from a variety of academic departments. Requirements for the course include completion of weekly assignments in writing and revising; occasional reading assignments; weekly conferences with a student tutor; occasional conferences with faculty advisor. Mandatory credit/noncredit.
Open by permission of the class dean.

Mrs. Stubbs

104 (1) ** Classical Mythology**
1
For description and prerequisite see Greek 104.

106 (2) Introduction to Chinese Culture
1
An inquiry into the patterns and themes of China's culture by examining its history, philosophy, religion, literature, art and science. Particular themes will be explored through a series of historical topics. The patterns we will look for should help us answer questions such as: why did the Chinese Empire continue to exist for four millenia? why did Chinese philosophy develop in the direction of Maoist ideology? Classes in English. Open to all students without prerequisite.

Mr. W. Liu

110 (1) (2) Introduction to Computer Programming and Computation
1
The use of computers for practical applications. Emphasis on gaining experience in programming and running of numeric and nonnumeric problems.
Open to all students.

Mr. Wolitzer, Mr. Roberts

112 (2)** Evolution: Change Through Time**
1
Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth, and life forms. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a biweekly 3-period demonstration section. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department.
Open to freshmen and sophomores; to juniors and seniors by permission.

Miss Webster, Miss Widmayer

114 (1)*[2] Introduction to Linguistics**
1
Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.
Open to all students.

Ms. Levitt

119 (2)* History of Science: Scientific Ideas and World Views
1
A course designed for students whose technical knowledge of science is limited, but who wish nevertheless to examine some of the scientific ideas which have shaped man's ideas of himself and his universe. Films from Jacob Bronowski's *Ascent of Man* series will provide a perspective for examining the contributions of such scientists as Newton, Darwin, and Einstein to the science of their time as well as to our own. Critical evaluation of the portrayal of scientific ideas and their impact in historical accounts, biography and film. (There will be film showings outside of class hours.)
Open to all students.

Not offered in 1980-81.

Miss Webster

130 (2) Comparative Literature
1
Topic for 1980-81: Transformation of myths in ancient and modern literature. Study of several classical myths which form the basis of significant works of widely separated periods. Analysis of essential plots of myths. Comparative study of their adaptations by ancient as well as modern authors. "Universal" appeal of the myths, and the effects of using traditional material in 20th-century literature. Readings available in translation, but students with reading knowledge of classical or modern languages will be encouraged to prepare in the original.
Open to all students.

Mrs. Boedeker

141 (2) China on Film
1
West looks East through the camera's eye. Charlie Chan in Shanghai, Shirley MacLaine at the Great Wall, Pearl Buck on the Good Earth: a cinematic exploration of Western conception of 20th-century China. A broad selection of films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Films by Felix Greene, Antonioni, Rene Burri, Shirley MacLaine, Edgar Snow to be included among others. Course conducted in English. Discussion following each film showing. Short paper assignments through the course.
Open to freshmen and sophomores only; upperclass students by permission of the instructor.

Mr. W. Liu

201 (1) Russian Literature in Translation I**
1
For description and prerequisite see Russian 201.

203 (2) Greek Drama in Translation**
1
For description and prerequisite see Greek 203.

211 (1-2) Dante (in English)
2
An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. First semester may be elected independently, second semester may be elected independently by permission of the instructor.
Open to all students.

Ms. Jacoff

212 (2) Literature of the Italian Renaissance (in English)
1
For description and prerequisite see Italian 212.

213 (1) Russian Art: A Survey
1
For description and prerequisite see Art 213.

214 (2) Machiavelli (in English)
1
For description and prerequisite see Italian 214.

216 (2) Mathematics for the Physical Sciences
1
Some basic techniques in applied mathematics are introduced via specific problems in natural sciences: random processes and statistics; harmonic analysis; dimensional analysis and scaling; variational calculus; potential theory; elementary group theory; introductory tensor calculus. No laboratory. Discussion meetings in alternate weeks.
Prerequisite: Mathematics 205 or [201] or [215].

Mr. Roberts

220 (1) Proust and the Modern French Novel
1
Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past.* Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation.
Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

225 (1) Soviet Film 1917-1980 (in English)
1
For description and prerequisite see Russian 225.

226 (1) History of Science: Historical Foundations of Modern Science
1
A course designed for students who have completed their introduction to science and who wish to put some aspects of that knowledge into historical perspective, emphasizing the historical development rather than the textbook version of scientific ideas, and the context — historical, political, economic, and philosophical — of pivotal episodes. The latter will be selected as much as possible to reflect the interests of the students electing the course. With this introduction to history of science as a discipline and with several case histories from different sciences as models, students will design research projects in the history of science reflecting their particular areas of interest and expertise. Students will present their projects orally and in final papers.
Prerequisite: three units in Group C, at least one of which is with laboratory. Open to juniors and seniors, and to sophomores by permission of the instructor.

Miss Webster

228 (2)* ** Latin American Literature: Fantasy and Revolution
1
Aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortazar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.
Open to all students except those who have taken Spanish 306 and 307.

Ms. Ben-Ur

230 (1) (2) Topics in Computer Science
1
Selected topics: Advanced programming techniques, sorting, recursion, information structures, computer organization, assembly language.
Prerequisite: Extradepartmental 110 or permission of the instructor.

Mr. Wolitzer, Mr. Roberts

231 (2) Interpretation and Judgment of Films
1
Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Ophuls, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice.
Open to all students.

Mr. Garis

235 (1) Looking at Ballet
1
For description and prerequisite see Theatre Studies 235.

236 (2) Looking at Modern Dance
1
For description and prerequisite see Theatre Studies 236.

237 (2)* History and Structure of the Romance Languages
1
Open to students of French, Italian, Spanish, and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Offered in alternation with 238.
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Ms. Levitt

238 (2)* Linguistic Analysis of Social and Literary Expression
1
An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the ways literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Offered in alternation with 237.
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Not offered in 1980-81.

Ms. Levitt

241 (2)* ** Chinese Poetry and Drama in Translation
1
A survey of Chinese literature of classical antiquity, with emphasis on works of lyrical nature. Readings include selections from *Book of Songs*, elegiac poetry of Ch'u Yuan and works by the great poets of the T'ang and Sung periods. The course concludes with the introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other literature will be encouraged. Classes in English.
Open to all students without prerequisite.

Not offered in 1980-81.

242 (2)* ** Chinese Fiction in Translation
1
A survey of Chinese narrative literature from the medieval period to the present. Readings include short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English.
Open to all students without prerequisite.

Mr. W. Liu

245 (2) Films and the Novel in Italy
1
An introduction to historical, political, and social aspects of post-war Italy; exploration of the interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Emphasis on novels by authors such as Pavese, Calvino, Moravia, and Levi and analysis of films directed by Visconti, Rossellini, De Sica, Fellini, and Pasolini. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian.
Open to sophomores, juniors, and seniors.

Mrs. Ellerman

246 (2)*1 Ancient Medicine**
1
A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures.
Open to all students.

Not offered in 1980-81.

Mr. Engels

247 (2) Arthurian Legends
1
A survey of legends connected with King Arthur from the 6th century through the 15th with some attention to the new interpretations in the Renaissance, the 19th, and the 20th centuries. Special lectures by members of the medieval/renaissance studies program. Open to sophomores, juniors, and seniors.

Miss Lever

249 (2) History of Italian Culture (in English)
1
This course is designed to supply a historical context in which certain major cultural movements and works of individual authors may be best studied. It follows a chronological order going from the 13th century up to the modern period, with particular attention to the historical periods of greatest cultural importance, such as the age of the city-state, the Renaissance, the Enlightenment, the Unification of Italy, Fascism and the Resistance. The readings will include analysis both of historical and literary texts. The course serves to integrate the curriculum of study offered by the Italian department but should also be useful to students in other fields.
Open to all students.

Mrs. Mattii

251 (1)* Ancient Science**
1
A study of our Western scientific heritage from its origins to about 200 A.D. Egyptian and Babylonian mathematics and astronomy and their later transformation into deductive sciences by the Greeks. The boundary between non-science and science, the cultural values necessary for scientific development in the ancient world, early theories of biological and cultural evolution, conflicts among science, religion, and philosophy. Medical practices not included in this course.
Open to all students.

Mr. Engels

252 (2)*[1] Women in Antiquity**
1
For description and prerequisite see Greek 252.

254 (2) The Greek Experience**
1
For description and prerequisite see Greek 254.

261 (2) Programming Languages and Their Relationship to Computer Science
1
This course identifies several issues in the design of advanced programming languages and examines programming techniques in the context of modern "structured-programming" environments. The language LISP, Pascal and Ada will be covered in detail, along with such concepts as grammars, and parsing techniques, and the general structure of interpreters and compilers.
Prerequisite: General familiarity with BASIC or some other high-level language such as that provided by the Extradepartmental 110 course. Students should also feel relatively confident with their ability to write a simple program from an algorithmic description.

Mr. Roberts

271 (1) Action, Interpretation and Narrative
1
How can I know what others are really doing? Do rival interpretations of the actions of others resemble rival interpretations of a dramatic narrative? Philosophical texts will be brought to bear upon problems of literary and historical interpretation.
Offered under the auspices of the Henry R. Luce Professorship in the academic year 1980-81 only.

Mr. MacIntyre

272 (2) Moral Theory and Moral Change
1
A study of the philosophical and practical conflict in the 18th and 19th centuries between those who make happiness the goal of morality and those who declare that happiness is irrelevant to morality. Diderot, Kant, George Eliot, Sidgwick and Kierkegaard will be the protagonists chiefly studied.
Offered under the auspices of the Henry R. Luce Professorship in the academic year 1980-81 only.

Mr. MacIntyre

294 (2) Icons and Onion Domes: Old Russian Art and Architecture (in English)
1
For description and prerequisite see Russian 294.

295 (2) Seminar. Russia Faces West: Art and Architecture in the Imperial Period, 1700-1917 (in English)
1
For description and prerequisite see Russian 295.

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology
2
Each year the Boston area interinstitutional Center for Materials Research in Archaeology and Ethnology sponsors a graduate seminar on the analysis of materials frequently encountered in field work: metals, floral and faunal remains, lithics, and ceramics. This year the seminar will concentrate on metals, and will include topics on ore formation and extraction, principles of smelting and refining slags, alloys, and techniques of manipulating metal into desired forms. Examples of ancient or ethnographically reported metal production and use will be related to the social setting in which these activities occurred.
Open only to juniors and seniors who present two years of a laboratory science by permission of the instructor.

Ms. Lechtman (MIT), Mr. Kohl

330 (1) Comparative Literature
1
Topic for 1980-81: Joan of Arc — *History and Legend.* A study of Joan of Arc's personality, her role in politics and church history of the 15th century, and her image in western European literature. Readings: the proceedings of the Trial of Joan of Arc, Shakespeare, Voltaire, Schiller, Shaw, Brecht, and Anouilh.
Open to all students who have taken at least one unit of foreign language beyond the college requirement and one Grade II course in literature.

Ms. Goth

331 (2) Seminar. The Theatre since 1945
1
Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and playwrighting encouraged.
Open by permission of the instructor to juniors and seniors.

Mr. Stambolian

333 (2) Comparative Literature
1
Topic for 1980-81: Ideas of typology in the Bible and literature. Examination of certain basic typological structures established in the Old Testament and how the New Testament adopts and transforms them. Typology both as a historical phenomenon (why was it so important and ubiquitous?) and a theoretical one (what are its implications for theology, historiography, and hermeneutics?). Questions posed and answered in different terms by both texts and iconography in art and architecture. Readings from Vergil's *Aeneid,* Augustine's *Confessions,* Dante's *Inferno* and *Purgatorio,* and Milton's *Paradise Lost.* Readings available in translation, but students with reading knowledge of Latin or Italian encouraged to prepare in original languages.
Open to all students who have taken at least one unit of foreign language beyond the college requirement and one Grade II course in literature.

Miss Jacoff

335 (2) Seminar. American History
1
Topic for 1979-80: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempt to define the promise of the American experience and analyze the fulfillment or failure of that promise.
Open to qualified juniors and seniors by permission of the instructor.

Ms. Jacobs

341 (1) Epistemological Crises
1
When an intellectual crisis disrupts some established mode of thought and practice, how are standards of knowledge and rational justification reestablished? Problems in the theory of knowledge will shop the importance of this question for morality, science and philosophy.
Offered under the auspices of the Henry R. Luce Professorship in the academic year 1980-81 only.

Mr. MacIntyre

342 (2) Seminar. Moral and Political Philosophy and the Emergence of Modernity
1
A study of how moral and political philosophies, particularly those of Adam Smith and Hegel, contribute to the emergence of specifically modern social forms and conceptions of the individual, the state, liberty, justice and productive work.
Offered under the auspices of the Henry R. Luce Professorship in the academic year 1980-81 only.

Mr. MacIntyre

349 (2) Studies in Culture and Criticism
1
Topic for 1980-81: Narrators and readers of the self. Questions of personal authenticity, rhetoric, and literary structure raised by the convergence of artist and model, in both fictional and autobiographical novels of the self. Authors to be studied include Montaigne, Prevost, Rousseau, Proust, Sartre, Violette, Leduc, Barthes, and recent critics of autobiography and autobiographical fiction. Prerequisite: one Grade III unit in literature.

Mr. Lydgate

Interdepartmental Majors

The College offers six established interdepartmental major programs: Chinese studies, classical civilization, classical and Near Eastern archaeology, medieval/renaissance studies, molecular biology, and psychobiology. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of work in one department above the Grade I level, and at least two Grade III units. Some representative individual majors and courses available for them are included in this section.

Chinese Studies
Directors: Cohen, Lin

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work.

The following courses are available for majors in Chinese studies.

Art 120 (1)
Themes and Meaning in Asian Art

Art 248 (1)
Chinese Art

Art 337 (2)*
Seminar. Chinese Art

Chinese 101 (1-2)
Elementary Spoken Chinese

Chinese 102 (1-2)
Basic Chinese Reading and Writing

Chinese 151 (1)
Advanced Elementary Chinese

Chinese 201 (1-2)
Intermediate Chinese Reading

Chinese 202 (1-2)
Intermediate Conversational Chinese

Chinese 252 (1)
Readings in Modern Style Writings

Chinese 300 (2)
Readings in Contemporary Chinese Literature

Chinese 301 (1)
Readings in Expository Writings of People's Republic of China

Chinese 310 (1)
Introduction to Literary Chinese

Chinese 311 (2)
Readings in Classical Chinese

Chinese 316 (2)
Seminar. Chinese Literature in the Twentieth Century

Chinese 349 (1)
Seminar. Topics in Literary Chinese

Extradepartmental 106 (2)
Introduction to Chinese Culture

Extradepartmental 141 (2)
China on Film

Extradepartmental 241 (2)*
Chinese Poetry and Drama in Translation

Extradepartmental 242 (2)*
Chinese Fiction in Translation

History 150 (1) e
China in Outside Perspective

History 274 (2)
Social and Economic History of China, 1100-1800

History 275 (1)
Premodern Chinese History

History 276 (1)
Modern Chinese History

History 345 (1)
Seminar. Chinese History

History 346 (2)
Seminar. Chinese History

Political Science 300 (2)
Politics of East Asia

Religion 108 (1) (2)
Introduction to Asian Religions

Religion 253 (2)*
Buddhist Thought and Practice

Religion 254 (2)*
Chinese Thought and Religion

Religion 305 (2)
Seminar. Religion and Asian Literature

Classical Civilization

Director: Geffcken

Students who wish a classical civilization major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available for majors in classical civilization.

Greek: All courses in the original. Latin: All courses in the original.

Art 100 (1-2)
Introductory Course

Art 200 (1)*
Classical Art: History of Greek Art

Art 201 (2)*
Egyptian Art

Extradepartmental 251 (1)
Ancient Science

Greek 104 (1)
Classical Mythology

Greek 252 (2)
Women in Antiquity

Greek 254 (2)*
The Greek Experience

Greek 328 (2)*
Problems in Ancient History and Historiography

History 150 (2) c
Early Greece

History 231 (1)*
History of Rome

Philosophy 101 (1) (2)
Plato's Dialogues as an Introduction to Philosophy

Philosophy 312 (1)*
Aristotle

Religion 104 (1) (2)
Introduction to the Hebrew Bible

Religion 105 (1) (2)
Introduction to the New Testament

Religion 202 (1)*
Biblical Archaeology

Religion 203 (2)*
The Ancient Near East: An Introduction

Religion 207 (1)
New Testament Greek

Religion 307 (2)*
Seminar. The New Testament

Classical and Near Eastern Archaeology

Director: Marvin

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods, geology, and chemistry are also useful. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Anthropology 344 which details the emergence of early urban societies, and Religion 203 which traces their later history.

Students should plan for at least one summer of excavation and travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students. See p. 39.

Medieval/Renaissance Studies

Director: Cox

The major in medieval/renaissance studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. Extradepartmental 330 and Art 330 are the seminars recommended for majors in medieval/renaissance studies in 1980-81. Among the courses available for majors and prospective majors are:

Art 100 (1-2)
Introductory Course

Art 202 (1)
Medieval Art

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 215 (1)
European Art to the Renaissance

Art 250 (1)*
From Giotto to the Art of the Courts

Art 251 (2)
Italian Renaissance Art

Art 254 (1)*
Art of the City: Medieval, Renaissance, and Baroque

Art 304 (2)*
Problems in Italian Sculpture

Art 309 (1)*
Renaissance and Baroque Architecture

Art 311 (1)*
Northern European Painting and Printmaking

Art 330 (1)
Seminar. Italian Art

Art 332 (2)*
Seminar. Medieval Art

English 112 (1) (2)
Shakespeare

English 211 (1)*
Medieval Literature

English 213 (1)
Chaucer

English 222 (1)
Renaissance Literature

English 282 (2)*
Tragedy

English 313 (2)*
Advanced Studies in Chaucer

English 323 (1)
Advanced Studies in Shakespeare I

English 324 (2)
Advanced Studies in Shakespeare II

English 381 (1)
The English Language

Extradepartmental 211 (1-2)
Dante (in English)

Extradepartmental 247 (2)
Arthurian Legends

Extradepartmental 330 (1)
Joan of Arc: History and Legend

Extradepartmental 333 (2)
Ideas of Typology in the Bible and Literature

French 212 (1)
Medieval French Literature I

French 300 (2)*
French Literature of the Renaissance

French 312 (1)
Medieval French Literature II

German 202 (1)
Introduction to German Literature

Greek 328 (2)*
Problems in Ancient History and Historiography

History 100 (1) (2)
Medieval and Early Modern European History

History 150 (2) d
Henry VIII: Wives and Policy

History 230 (1)*
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (1)*
History of Rome

History 232 (2)
Medieval Civilization, 1000 to 1300

History 233 (1)
The Civilization of the Renaissance in Italy

History 235 (2)
Medieval and Early Modern European Intellectual History

History 238 (1)
English History: 1066 and All That

History 239 (2)
English History: Tudors and Stuarts

History 330 (1)
Seminar. The Age of Chivalry

Italian 207 (1)
Significant Moments of the Italian Literature of the Middle Ages and the Renaissance

Italian 301 (1-2)
Dante

Latin 207 (2)
Medieval Latin

Music 251 (2)*
Music in the Middle Ages

Music 252 (2)*
Music in the Renaissance

Music 303 (1)
The Middle Ages and the Renaissance

Political Science 240 (1)
Classical and Medieval Political Theory

Religion 216 (1)*
History of Christian Thought: 100-1400

Religion 242 (2)
Christianity in the Arts

Spanish 206 (1)
Landmarks of Spanish Literature I

Spanish 302 (2)*
Cervantes

Molecular Biology

Director: Levy

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of biochemistry (323 and 324 or [221] and [326]), the area of concentration consists of four units of chemistry which must include 211 and 231; five units of biology (110 or [101], 111 or [100], 205, 200, and one Grade III unit with a scheduled laboratory taken at Wellesley excluding 350 or 370); Physics 104, 105, or 110; and Mathematics 116 [111] or the equivalent. Students should be sure to satisfy the prerequisites for the Grade III biology course.

Psychobiology

Directors: Koff, Eichenbaum

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include Psychology 101 and 205 [201], Biology 110 [101] and 111 [100], and Psychobiology 213 and 214. In addition, majors must elect at least one Grade II course from each department, and two relevant Grade III courses from either department, or the equivalent.

It is recommended that students plan a program in which the core sequence (first six courses) be completed as early in the program as possible, and no later than the end of the junior year.

Individual Majors

Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, the committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level, and two Grade III units.

The majors and suggested courses listed below are representative of the more established programs.

American Studies

Director: Preyer

American studies is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

Four courses in one department above the Grade I leel and two Grade III units are required.

The following is a partial list of other courses available that may be included in an American studies major:

Anthropology 210 (2)
Racial and Ethnic Minorities

Art 231 (1)
The Art and Architecture of the English Colonies and the United States to the Civil War

Art 232 (2)
The Art and Architecture of the United States from the Civil War to World War II

Black Studies 206 (1)
Afro-American History

Black Studies 230 (2)
The Black Woman

Black Studies 264 (1-2)
Black Literature in America

Black Studies 320 (1)
Black Institutions

Economics 204 (1)
American Economic History

Economics 305 (1)
Industrial Organization

Education 212 (1)
History of American Education

English 261 (1)
American Literature I

English 262 (2)
American Literature II

English 263 (1) (2)
American Literature III

History 250 (1)
The First Frontier

History 251 (2)
The United States in the Eighteenth Century

History 252 (1)
The United States in the Nineteenth Century

History 253 (2)
The United States in the Twentieth Century

History 310 (1-2)
Social History of the United States

History 355 (1-2)
Intellectual History of the United States

Music 104 (2)
American Music

Philosophy 222 (2)
American Philosophy

Political Science 210 (1)
Voters, Parties, and Elections

Political Science 310 (1)
Political Decision-Making in the United States

Political Science 332 (1)
The Supreme Court in American Politics

Political Science 340 (1)*
American Political Thought

Religion 218 (1)*
Religion in America

East Asian Studies

Directors: Cohen, Lin

A student who is interested in an East Asian Studies major may take a minimum of Chinese language work or none; and may check Chinese Studies Interdepartmental major for suggested course list and add courses as follows:

Art 249 (2)
Far Eastern Art

History 271 (1)
Japanese History

History 272 (1)
Traditional and Early Modern Japanese History

History 273 (2)
Society and Economy in Modern Japan

Religion 255 (2)*
Japanese Religion and Culture

Italian Culture

Director: Jacoff

The major in Italian culture offers students the opportunity of becoming proficient in the language and of acquiring knowledge and understanding of Italy through the study of its art, history, literature, music, and thought.

The program for each student will be planned on an individual basis and is subject to the approval of the director. At least four units in Italian above the Grade I level, one of which shall be of Grade III level, must be included in the program.

The following courses are available for majors in Italian culture:

Art 220 (1)
Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 250 (1)*
From Giotto to the Art of the Courts

Art 251 (2)
Italian Renaissance Art

Art 254 (1)*
Art of the City: Medieval, Renaissance, and Baroque

Art 304 (2)*
Problems in Italian Sculpture

Art 309 (1)*
Renaissance and Baroque Architecture

Art 330 (1)
Seminar. Italian Art

Extradepartmental 211 (1-2)
Dante (in English)

Extradepartmental 245 (2)
Films and the Novel in Italy

Extradepartmental 249 (2)
History of Italian Culture (in English)

History 233 (1)
The Civilization of the Renaissance in Italy

Italian 202 (1)
Intermediate Italian I

Italian 203 (2)
Intermediate Italian II

Italian 207 (1)
Significant Moments of the Italian Literature of the Middle Ages and the Renaissance.

Italian 208 (2)
Italian Romanticism

Italian 212 (2)
Literature of the Italian Renaissance (in English)

Italian 214 (2)
Machiavelli (in English)

Italian 302 (1)*
The Theatre in Italy

Italian 303 (1)*
The Short Story in Italy Through the Ages

Italian 308 (2)
The Contemporary Novel

Italian 310 (1)
Italian Lyric Poetry

Italian 349 (2)
Seminar. Literature and Society

Music 208 (2)*
The Baroque Era

Music 252 (2)*
Music in the Renaissance

Music 303 (1)
The Middle Ages and the Renaissance

Music 307 (1)*
The Opera

Language Studies

The following courses are available in language studies:

English 381 (1)
The English Language

Extradepartmental 114 (1)
Introduction to Linguistics

Extradepartmental 237 (2)*
History and Structure of the Romance Languages

Extradepartmental 238 (2)*
Linguistic Analysis of Social and Literary Expression

French 308 (1)
Advanced Studies in Language I

French 309 (2)
Advanced Studies in Language II

Psychology 216 (2)
Psycholinguistics

Russian 249 (1)*
Language

Theatre Studies

Director: Barstow

The individual major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners: playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theater Institute at the Eugene O'Neill Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the cocurricular production program of the Wellesley College Theatre.

In addition to the offerings of the Theatre Studies Department, the following courses are specifically relevant to the individual major in theatre studies:

English 112 (1) (2)
Shakespeare

English 127 (1) (2)
Modern Drama

English 150 (1) b
The American Dream: The Idea of Success in America

English 282 (2)*
Tragedy

English 323 (1)
Advanced Studies in Shakespeare I

English 324 (2)
Advanced Studies in Shakespeare II

Extradepartmental 331 (2)
Seminar. The Theatre since 1945

French 213 (1) (2)
French Drama in the Twentieth Century

French 301 (1)
The French Classical Theatre

German 210 (2)
Theatre in Germany

Greek 203 (2)*
Greek Drama in Translation

Greek 302 (2)*
Aeschylus and Sophocles

Greek 304 (2)*
Euripides

History 236 (1)*
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

Italian 302 (1)*
The Theatre in Italy

Music 200 (1-2)
Design in Music

Music 307 (1)*
The Opera

Philosophy 203 (1)
Philosophy of Art

Theatre Studies 235 (1)
Looking at Ballet

Theatre Studies 236 (2)
Looking at Modern Dance

The following courses are specifically relevant to the individual design major in theatre studies:

Art 100 (1-2)
Introductory Course

Art 105 (1) (2)
Drawing I

Art 108 (1) (2)
Photography I

Art 209 (1-2)
Basic Design

Art 210 (1)
Color

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

Urban Studies

Director: Case

An individual major in urban studies may be designed by students in consultation with two faculty advisors, representing different departments. *Each program is subject to the approval of the Committee on Curriculum and Instruction.*

The program should include a minimum of four units in one department above the Grade I level. Moreover, at least two of those units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the Departments of Anthropology, Art, Black Studies, Economics, History, Political Science, Psychology, or Sociology.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Economics 211; Political Science 249; Sociology 201, 202 sequence, etc.). This focus will provide techniques and tools of analysis pertinent to a discipline perspective on urban processes and/or policy.

The interdisciplinary approach, based on particular student interests, may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, programs sponsored by the Career Services Office, and to elect Political Science 318 (Field Research Seminar in Public Policy) and Sociology 329 (Internship Seminar in Organizations). Additional opportunities for courses and field work are available through MIT cross-registration.

Women's Studies

Directors: Matthaei, Ward

Faculty Advisors: Amott (Economics), Anderson-Khlief (Sociology), Ben-Ur (Spanish), Berger (Sociology), Brenzel (Education), Campbell (Mathematics-Semester II), Clinchy (Psychology), Darling (Black Studies), Friedman (Art), Hirsch (Biology), Hules (French), Jacoff (Italian), Janik (Philosophy), Jones (History), Koff (Psychology), Lefkowitz (Greek and Latin), Magraw (Physical Education), Mathe (French), Matthaei (Economics), Moss (English-Semester II), Respaut (French), Robinson (History), Rock (Chemistry), Santmire (Religion), Schechter (Political Science), Schiavo (Psychology), Silbey (Sociology), Solomon (Psychology), Ward (German).

A major in women's studies offers the opportunity for the interdisciplinary study of women's experience as it is reflected in history, the humanities and social sciences. An understanding of the new intellectual frameworks contributing to a reevaluation of the models and theories which have conditioned thought about women should be at the core of the women's studies major.

The program should include a concentration in one department: four units above the Grade I level. In addition two units of the major must be at the advanced level (Grade III). It is strongly recommended that majors elect basic method and theory courses in their field of concentration.

Students design their programs in consultation with two faculty advisors, one of whom should be from the department of concentration. The directors are available for preliminary consultation and referral to the other faculty advisors.

The following courses are available in women's studies. Other courses are available each semester through cross-registration with MIT.

Anthropology 269 (1)
Sex Roles in Cross Cultural Perspective

Black Studies 217 (1)
Sociology of the Black Family

Black Studies 230 (2)
The Black Woman

Economics 243 (1)
Issues in Social Policy: The Sexual Division of Labor

Education 206 (1)
Women, Education and Work

Education 312 (2)
Seminar. History of Child Rearing and the Family

English 150 (1) a
Colloquium. American Women Writers of the Short Story

English 150 (2) d
Colloquium. Elizabeth I: "Cynthia's Revels"

English 203 (1) (2)
Short Narrative

English 301 (2)
The Short Story

French 319 (1)
Women and Literary Expression. Subversion and Creativity: Twentieth Century Women Writers in France

French 321 (2)
Seminar. Literary Fantasies of Contemporary Francophone Women Writers

German 208 (2)
Literature Since 1945: Women and Women Authors in the Two Germanies

Greek 252 (2)
Women in Antiquity

History 150 (2) d
Colloquium. Henry VIII: Wives and Policy

History 257 (2)
Women in American History

History 332 (2)
Seminar. The "Woman Question" in Victorian England

Political Science 333 (2)
Seminar. Law and Social Change

Psychology 303 (1)
The Psychological Implications of Being Female

Psychology 317 (1)
Psychological Development in Adults

Sociology 111 (1)
Family Sociology

Sociology 311 (2)
Seminar. Family Studies

Extradepartmental 330 (1)
Comparative Literature
Joan of Arc: History and Legend

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Travel Instructions

If you arrive by plane:

MBTA (subway)
Take the shuttle bus (25¢) at the terminal to the Airport MBTA stop, then take an inbound car to Government Center (MBTA Blue Line) (50¢). Go upstairs and change to a car marked "RIVERSIDE-D" on the Green Line. Get off at Woodland (the second-to-last stop).

From there you have two options:

1) Take the bus marked "Framingham via Wellesley" (it leaves Woodland at 15 minutes past the hour) and ask the driver to let you off at Wellesley College (25¢). The bus will stop in front of Cazenove Hall, a short walk from Green Hall.
2) Take a taxi ($7.00). If necessary, call Wellesley Community Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.

Taxi
The taxi cost from Logan Airport is $22.10 if you call the following number when you arrive to arrange a pick-up. (There is a small additional charge when more than three people share a cab) Wellesley Community Taxi Service/7:00 a.m.-11:00 p.m./235-1600.
(Other taxi arrangements will cost substantially more.)

If you arrive by train:

Get off at SOUTH STATION. Take the Red Line to Park Street (50¢). Change to a car marked "RIVERSIDE-D" on the Green Line and get off at Woodland. Follow the above directions from Woodland to the College.

If you arrive by bus:

Greyhound
Get off the bus at the RIVERSIDE terminal (a stop prior to Boston). From there, take a taxi to Wellesley College ($7.00). If necessary, call Wellesley Community Taxi at 235-1600.

Trailways & Peter Pan
Get off at the FRAMINGHAM/NATICK terminal—Speen Street (a stop prior to Boston). From there, take a taxi to Wellesley College ($7.00). If necessary, call Wellesley Community Taxi at 235-1600.

If you drive:

From the West
Take the Massachusetts Turnpike to the Weston Exit. Then go south on Route 128 for one-half mile to the Route 16 Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

From the East
Take the Massachusetts Turnpike to the West Newton Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

From the North
Take Route 128 South to Route 16 West Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

From the South
Take Route 128 North to the Route 16 West Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

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